General Department
Appendix to Proceedings of December 1858
Education Pro: 30th Decr No 11.
(Vide page 6)

REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

IN

THE LOWER PROVINCES,

FOR THE HALF-YEAR ENDING OCTOBER 1857.

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1858.

No.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

C. T. BUCKLAND, ESQUIRE,

Jr. Secy. to the Govt. of Bengal.

Fort William, the 13th February 1858.

SIR,

IN continuation of my letter dated 25th August last, I have the honor to submit the Report of this Department for the first half of the year 1857-58, *i. e.*, for the period from May to October last inclusive.

2. TheBye-laws and Regulations of the Calcutta University, after having been drawn up and settled in the several Faculties, were, on the 5th September last, ratified by the Senate, and shortly afterwards confirmed by the Governor General in Council, in accordance with the provisions of Act II. of 1857.

3. It may be proper here to set forth the University Bye-laws. They are as follows:—

I. THE SENATE.

"The Senate, as constituted by Act No. II. of 1857, consists of the Chancellor, Vice-Chancellor, and as many Ex-officio and other Fellows, not being less than thirty in all, as may be from time to time appointed by the Governor General of India in Council.

"The Senate shall meet ordinarily once a year, on the second Saturday in December, and at other times when convened by the Vice-Chancellor. The Vice-Chancellor shall convene a Meeting of the Senate on the requisition of any six of the Members.

"Nine Members of the Senate shall constitute a quorum, and all questions shall be decided by a majority of the votes of the Members present.

" By the 8th Section of Act No II. of 1857, the Senate has power to make and alter Bye-laws and Regulations, subject to the approval of the Governor General of India in Council.

II. THE FACULTIES.

" The Senate shall be divided into four Faculties, namely, Arts, Law, Medicine, and Engineering. Every Member of the Senate shall be a Member of one Faculty at least, and any Member of the Senate may be a Member of more than one Faculty.

" The Faculties shall be appointed by the Senate at its Annual Meeting.

" Each Faculty shall elect its own President. Every Meeting of a Faculty shall be convened by its President, or, in his absence, by the Senior Fellow belonging to that Faculty.

" If any Faculty omit to elect a President for one month after its appointment, or after a vacancy occurs, the Vice-Chancellor may appoint any Member of such Faculty to be its President.

" Three Members of any Faculty shall constitute a quorum of that Faculty.

III. THE SYNDICATE.

" The Executive Government of the University shall be vested in a Syndicate, consisting of the Vice-Chancellor and six of the Fellows, who shall be elected for one year by the several Faculties in the following proportions:—

Three by the Faculty of Arts.
One by the Faculty of Law.
One by the Faculty of Medicine.
One by the Faculty of Engineering.

" The elections to take place within one month before the annual Meeting of the Senate, and the names of the persons to be elected to be declared at such Meeting.

" The Syndicate shall meet ordinarily once a month, and at other times when convened by the Vice-Chancellor.

" All the elected Members of the Syndicate must be resident in or near Calcutta, and, if any such Member is absent from Calcutta for more than three months, his place shall become vacant.

" On every vacancy in the Syndicate, caused by death, resignation, absence from Calcutta, or otherwise, the Faculty, by whom the Member causing the vacancy was elected, shall proceed to elect a new Member for the remainder of the current year.

" If any Faculty omit to select a Member of the Syndicate within one month after a vacancy occurs, the Vice-Chancellor may appoint one from among the Members of that Faculty.

" Four Members of the Syndicate shall constitute a quorum, and all questions shall be decided by a majority of the votes of the Members present.

" The Vice-Chancellor, or, in his absence, the Senior* Fellow present, shall preside at all Meetings of the Syndicate, and if the votes, including that of the President, are equally divided, the President shall have a casting vote.

" It shall be the duty of the Syndicate to appoint, and, if necessary, to remove the Examiners and all other Officers of the University, except the Registrar; to order examinations in conformity with the Regulations to grant Degrees, Honors and Rewards; to keep the accounts of the University, and to correspond on the business of the University with the Government and all other authorities and persons.

" During the year, between the Annual Meetings of the Senate, the Syndicate may appoint any Member of the Senate to any one or more of the Faculties, and may transfer any Member from one Faculty to another.

" The Syndicate shall from time to time frame such Bye-laws and Regulations as may be necessary, subject to the approval of the Senate Each Faculty shall report on any subject that may be referred to it by the Syndicate.

" Any Faculty, or any Member or number of Members of the Senate may make any recommendation to the Syndicate, and may propose any Bye-law or Regulation for the consideration of the Syndicate.

" The decision of the Syndicate on any such recommendation or proposition, or any matter whatever, may be brought before the Senate by any Member of the Senate at one of its Meetings, and the Senate may approve, revise, or modify any such decision, or may direct the Syndicate to review it.

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* " The Ex-officio Fellows of the University are always the Senior Fellows in order of official precedence. The Seniority of the other Fellows mentioned in the Act of Incorporation is according to the order in which their names appear there. The Seniority of all other Fellows is according to the date and order of their appointment."

" No question shall be considered by the Senate that has not, in the first instance, been considered and decided on by the Syndicate

IV. THE REGISTRAR.

" The Registrar shall be appointed by the Senate. He shall be appointed for two years only ; but at the end of that term he may be reappointed. If a vacancy occurs in this Office between two Annual Meetings of the Senate, a special Meeting of the Senate shall be convened for the purpose of appointing a Registrar, and in the meanwhile the Syndicate may appoint a Registrar *pro-tempore*.

" The Registrar shall be the custodian of the Records, Library, Common Seal, and such other property of the University as the Syndicate shall commit to his charge.

" All Meetings of the Senate, the Syndicate, and the Faculties, shall be convened through the Registrar, who shall keep a record of the proceedings of such Meetings."

4. The Regulations as to the University Examinations, Degrees, &c., are of too great length to be here inserted. They will find a place in the "University Calendar," which will shortly be published.

5. The Members who have been chosen by the several Faculties to represent them in the Syndicate are as follows:—

The Faculty of Arts elected	...	Cecil Beadon, Esq. W. Gordon Young, Esq The Revd. Dr. Duff.
,, ,, Law		...W. Ritchie, Esq.
,, ,, Medicine		...Dr. A. Grant.
,, ,, Civil Engineering		Captain H. Yule.

6. There is little of interest to report in connection with the state of the Government Colleges during the half-year under review. The " uncertainty as to the principles to be had in view in regard to the promotion of the higher grade of Education," to which I referred in my (printed) Report for last year, still continues, and is, of course, not favorable to progress.

7. The Geological Professorship attached to the Presidency College was abolished in October last, under the orders of the Supreme Government. This step had been recommended by me and by the Lieutenant-Governor of Bengal, so long ago as August 1856 ;* but the Supreme Government at that time desired the experiment of teaching Geology to the Students of the General Department to be continued. At the conclusion of last Session, however, it appeared from the Reports of the Professor and the Principal of the College that the expense incurred on account of this Professorship was out of all proportion to the result obtained, the cost to Government having been about Rupees 300 for the course of lectures for *each pupil* instructed in the subject, and the result† being almost *nil*. It was then proposed that the services of Dr. Leibig, the Professor, should be transferred to the College of Civil Engineering, where he was much required to give instruction in Physical Geography, Chemistry, and Geology, his lectures being still, however, open to any Students from the other Colleges who might wish to attend. But the Supreme Government have informed me that they are "not prepared to sanction the establishment of a chair of Physical Geography, Geology, and Chemistry in the College of Civil Engineering," and that Dr. Leibig's services are therefore "re-placed at the disposal of the Government of Bombay."

8. The order of the Supreme Government regarding the Law Department, to which I referred in my last periodical Report, necessitated the removal of both the Law Professors, and the appointment in their places of gentlemen holding no other Offices under Government, but entitled to "engage

* See my (printed) Report for 2nd Quarter of 1855-56, pages III. & IV.

† I should observe that for this result, which was foreseen, no blame whatever attaches to the Professor.

in legal practice to such an extent only as not in any degree to interfere with the efficient performance of their public duties." Messrs. Montriou and Boulnois, of the Supreme Court Bar, are in consequence now occupying the Chairs of Law, and the course of instruction is necessarily to some extent different from what it has hitherto been. The effect of the change will be manifest hereafter.

9. The Zillah and the Normal Schools have been working satisfactorily during the period under review, and, generally speaking, they have been little injured by the disturbed state of the Country. In Behar the prosperity of the Government Schools has, of course, been more interfered with than elsewhere; but even here the injury done is less than might have been expected, and, should the Government show a firm determination to abate nothing of its desire for the spread of Education, the Schools even in this part of the Country will steadily, though perhaps slowly, effect their object.

10. In a late letter on the state of the Schools in Behar, Mr. Harrison notices with regret the change of feeling on the subject of Education which the recent mutinies have, strangely enough, caused in the minds of many, and he suggests that the present opportunity should be taken for giving a more decided stimulus to English Education in Behar than has yet been given by Government. "Many of the "Local Committees," he says, "bodily and individually seem "from their expressions to have lost all interest in Education, and "in one case, fortunately a solitary one, a Government Officer "asked for sanction from his Commissioner to put a stop to "such unnecessary proceedings. Even those who have hither-"to co-operated with me most heartily, have gone back more "or less, and I should be very anxious if I were not morally "certain this feeling is only transitory. To avoid making

"this communication an extraordinarily long one, I will defer
" to another letter some remarks on our whole system of Edu-
" cation, apart from the mere teaching of books, and will pro-
" ceed to some considerations which, particularly at the pre-
" sent time, press themselves on our attention, especially in
" reference to Behar. We are endeavouring to introduce a
" knowledge of English amongst all but the lowest classes, and
" yet hold out no adequate inducement for its study. Scholar-
" ships fail as yet to attract, for they are too rarely gained in
" these recently established Schools to be an understood
" reality, and, as in most cases they involve removal to another
" School are not a valuable consideration. The people here have
" a literature worthy the name in a tongue almost Vernacular,
" and our English Schools made, until very lately, the fatal
" mistake of entirely neglecting the Vernacular. In conse-
" quence of this unfortunate error, the Mahomedan population
" and the Hindoos in a less degree are not inclined to send
" their children to them, and it will be long ere the effects of
" this mistake are eradicated. It requires too great an amount
" of clear-headedness and genuine faith to give their own
" accomplishments for our sciences and pursuits, and finding
" that the one was to supersede the other, instead of being
" combined with it, they have considered it as it were a battle,
" and fought naturally for their own. Still the Schools would
" make their way ultimately without a doubt, and we might
" be content to wait patiently the time, if circumstances did
" not present an easy remedy. The greatly increased number
" of English Regiments, constantly relieved from home, which
" will be scattered over the face of the Country, and with
" which every official will more or less come in contact, makes
" the knowledge of English highly necessary to these officials.
" If Government would, therefore, declare that from 1st
" January 1859, *one-fourth* of the appointments of Deputy-

" Magistrate and Deputy Collector shall be given to persons " tolerably conversant with English, and that from the 1st " Jaunary 1863, the University Entrance Examination shall be " a necessary qualification for at least one-half the appoint- " ments to Moonsiffships, Darogahships, and Pleaderships in the " Judges' Courts, no injustice will be done to any class, and a " sufficient inducement will be offered to overthrow all objec- " tions to the study of English."

11. Partly in consequence of Mr. Harrison's suggestions, I lately solicited the Lieutenant-Governor's further consideration at the present time of the oft-discussed question of insisting on a certain degree of Education as a test of fitness for employment in the public Service. I referred to opinions in favor of this policy which had been put on record, and to a certain extent endorsed by the Government, and I added :—

" Messrs. Samuells and Harrison, the present Commissioner and Inspector of Schools in Behar, hold very much the same opinions as the above, and those of the Supreme Government as to the Educational tests to which Candidates for employment in all branches of the Uncovenanted Service should be subjected are well known.

" One of the results of the recent disturbances has been, if I mistake not, to prove that men who have received a certain amount of Education at a good English School are far more trust worthy and well-affected to Government, better subjects in every sense of the word, than those who have not had that advantage. And it seems to be a question whether, for this reason alone, it would not be expedient for Government to use all legitimate means for encouraging and inducing the rising generation in such a province as Behar to attend the Institutions which, though maintained at no small cost for their benefit, are so little appreciated by them. I am inclined to think that, unless some decided steps are taken in this direction, it will be long before the Schools in Behar will produce any fruit commensurate with the expense incurred on their account.

" In April last I reported my opinion as to the best way of carrying out the wishes of the Government of India as conveyed in the Resolu-

tion in the Home Department of January 18th 1856, and I would here beg to repeat that what I would recommend is that no person shall be considered eligible for any appointment in the superior grades of the Uncovenanted Service, whether Executive or Judicial, unless he shall have passed such an Examination as is referred to in my letter No. 272, dated 13th April 1857. Should the Government see difficulties in the way of applying this rule to persons of European birth or extraction, it might at least be made applicable to Natives

"I would also gladly see the Government go a step further, and announce that after a certain date, say the 1st of January 1862, no person shall receive any such appointment unless he have passed the University "Entrance Examination"

12. In August last, on my recommendation, the Lieutenant-Governor gave his sanction to a Rule under which all English Junior (or School) Scholarships may in future be held, not only at the Government Colleges, as has hither to been the rule, but at any Collegiate Institutions affiliated to the University, and open to the visits of the Inspectors. The tendency of this measure will be to afford encouragement to private Educational Institutions.

13. The measures in operation for the promotion of Vernacular Education during the half-year were generally the same as have been described in my previous Reports. For the promotion of the Grant-in-Aid system, which I have often mentioned as the "pivot upon which all our other measures depend," but little was done during the period under review. No new Grants* were made, (although numerous applications were before us), and some of the fundamental rules and principles connected with the administration of that system were still a subject of doubt, discussion and correspondence.

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* One old Grant was raised from Rupees 40 to 50 a month, and Rupees 107 was sanctioned, though not under the Grant-in-Aid Rules, for supplying Teachers to four small Female Schools.

14. The principal part of that correspondence was inserted in my last Report.* As far as I am aware, the Supreme Government has as yet issued no orders in reply to my letter No. 1084, dated 22nd August last. But, intermediately, (as it happens) a Despatch has been received from the Hon'ble Court of Directors which concedes one of the principal points so long contended for by this Department, and approved by the Lieutenant-Governor, *viz.*, that, in dealing with applications for Grants-in-aid of Vernacular Schools, the proceeds of School-fees may be allowed to count as "expenditure from private sources" entitling the School to a Grant. In consequence of this decision some Grants have been made since the conclusion of the Quarter, but the success of our operations had been previously materially interfered with by the delay and discussion that have taken place during the last year and a half.

15. On this subject Mr. Woodrow, it will be seen, observes—"Every month the Deputy Inspectors, in their "Reports, reiterate the petitions of the rural population for "Grants-in-Aid. Aid has now been practically withheld for a "year and a quarter. At least in my District, since 30th "September 1856, only three Grants, amounting to a total of "Rupees 102-8-0, have been sanctioned. I earnestly hope that "an end may be put to this state of suspense either by granting "or positively refusing the applications."

16. Dr. Roer on the same subject remarks:—"A greater "number of Schools would have been established if the Govern-"ment had promptly met the applications before them. As it "is, the inhabitants, seeing that the applications are not com-"plied with, lose the little zeal which they originally had. "In my opinion it cannot be expected, for a long while to "come, that the Grant-in-Aid system, in its present form, "will much advance."†

* See pages 17 to 32 of Annual Report for 1856-57.

† Since the above was in type, some further correspondence has taken place, which will be found in the Addendum, page XXV.

17. About the beginning of the year, a scheme which I had proposed for the appointment of a 5th Inspector of Schools, with special reference to the wants of the Cuttack Districts, and for the re-distribution of the Salaries of these Officers, was, with a slight modification, sanctioned by the Supreme Government; and the appointments of the Inspectors have since stood as follows :—

	Salary per Month.
Mr. H. Woodrow, Inspector of Schools, East Bengal ...	1200
Mr. A. S. Harrison, Inspector of Schools, Behar Division ...	1000
Mr. E. Lodge, Inspector of Schools, South Bengal ...	900
Mr. W. Robinson, Inspector of Schools, North East Bengal and Assam ...	750
Dr. E. Roer, Inspector of Schools, South West Bengal ...	550

18. Were it not for the urgent necessity at the present time of keeping all public expenditure within the narrowest possible limits, I should probably feel it my duty to recommend the appointment of at least one more Inspector of Schools for the jurisdictions of the present Inspectors are undoubtedly too large* for the purposes of really effective supervision, and this is a fact that becomes more and more

* On this subject I would refer to Mr. Woodrow's remarks in one of his Reports hereto appended (see page 50 *infra.*) as also to the annexed extract from a recent letter to my address from the Revd. Mr. Long :—" Mr. Lodge's sphere extends over a tract of country embracing a population of 6,000,000, Mr. Woodrow's from Calcutta to Akyab. * * * The twenty-four Pergunnahs and Hooghly Zillahs alone have a population equal to that of Ceylon ! If therefore, the limits of one Inspector of Schools were confined to Hooghly, Burdwan, Nuddea and Moorshedabad, and the other to the twenty-four Pergunnahs, Baraset, Jessore and Dacca, they would be much better worked."

palpable as our operations and the number of Schools increase and extend.

19. I noticed, in my Report for the 2nd Quarter of last year, the scheme for the Education of the Sonthals, by means of a Grant-in-Aid to the Church Missionary Society, which was sanctioned by the Government of India in November 1856. In October last the Scheme was put a stop to by a Despatch from the Hon'ble Court of Directors to the Government of India, of which the principal part is as follows :—

* * * * *

" On the subject being submitted for your orders, you accorded your sanction to the Scheme, on the ground that it was to be 'regarded as a Grant-in-Aid to a Missionary Body for the secular instruction of an uncivilized Tribe, and that as such it was 'entirely in accordance with the views expressed in the Court's Despatch of 19th July 1854, and 'differing in degree only, not in kind, from the Grants made to individual Missionaries for like purposes, with the Court's full approbation 'and sanction.' We cannot concur in the view taken by you of the proposed Scheme of Education, and we consider the difference in degree, as you express it, to be so wide as to establish a new principle from that laid down in our letter of July 1854. The Sonthals, though equally debased in ignorance, and devoid of rational religion with the races referred to in our Despatch of 1854, differ from them in one important particular. They do not occupy separate regions or tracts of country, so as to form isolated communities, locally separated, as well as socially distinct, from the Hindoo and Mussulman population. They are, on the contrary, employed freely by zemindars and speculators in land of all classes, for jungle clearance and for other agricultural purposes, and are thus often located in close vicinity with well inhabited towns and villages, and mix with the general population in many of the relations and concerns of life. We do not feel, therefore, that in dealing with the Sonthals we are exempted from the necessity of maintaining that cautious line of proceeding which we ought always to deem so essential in the establishments founded or supported by Government for the education of the people of India.

" Thus, although we by no means object to the amount of the expenditure you have proposed to sanction for the purpose of civilizing and

instructing the Sonthals, we cannot approve that part of the Scheme which identifies the Government in measures prosecuted by the Missionaries, and so exposes the arrangement to the risk of perverted misconstruction. We are well aware that the Church Missionary Society has been marked equally for zeal, as for rectitude of intention, and laborious devotion to benevolent objects. But, however entitled to our confidence such an Institution may have proved itself, we adhere to the conviction that it would be altogether opposed to the rules if you were to take any steps which might have the appearance of uniting the Government with such a Society, in measures having the aim of converting any class of the population to Christianity. We see no sufficient reason for applying to the case of the Sonthals a different principle from that which has been applied to the general population, and we accordingly direct that a Scheme may be prepared for affording to the inhabitants of the Sonthal Districts the means of Education through the agency of Government Officers, who must be most strictly enjoined to abstain from any attempt to introduce religious subjects in any form."

20. On these orders being communicated to this Office, and to the Commissioner of the Sonthal Pergunnahs, the following representations on the subject were submitted to Government:—

FROM

THE COMMISSIONER, SONTHAL PERGUNNAHS,

To

THE SECRETARY GOVERNMENT OF BENGAL.

Bhaugulpore, 11*th November* 1857.

SIR,

"I HAVE the honor to acknowledge the receipt of your letter, No. 458 of the 7th Ultimo, informing me that the Hon'ble the Court of Directors had disapproved of His Honor the Lieutenant-Governor's Scheme of entrusting the education of the Sonthals to the Church Missionary Society, and directing me to submit for consideration a Scheme in consonance with the Hon'ble Court's wishes.

"I am quite certain that no plan of Education will succeed if left to the superintendence of the Sonthal Officers. They have quite enough to do as it is, particularly in the dry season, when only the Schools could be

well looked after, and besides they have not that practical acquaintance with Education, wanting which, superintendence is quite ineffectual.

" It would, therefore, be necessary to have an Officer accustomed to and interested in Education, for the sole purpose of introducing and superintending the Schools; and considering the climate, the absence of Society, and the quantity and difficulty of locomotion, I do not think a competent Officer can be obtained at less than 500 Rupees per mensem, with a Bungalow at the Deputy Commissioner's Station and Rupees 5 a day Travelling allowance. His first duty would be, after having ascertained the number of School-masters available, to visit the principal centres of the Sonthal population, dropping a School-master wherever anxiety was shown for one. As the Schools increased, he would require, first, one Inspector on say 200 Rupees a month and Rupees 2-8 Travelling allowance, to look after the Schools established, while he himself was setting up new ones, and a second Inspector on the same allowances or 50 Rupees less, would probably soon be wanted. As to School-masters, only men of a very inferior class would be obtainable for a very long time, and their services in teaching, reading, writing, and arithmetic, would be amply remunerated by from 6 to 8 Rupees a month. When the system is thoroughly at work, not less than 200 village School-masters will be wanted (about one School to 12 villages).

" The expenditure then will gradually increase up to as follows, *viz*:—

		Rupees
Superintendent and Inspectors; Salaries per annum and Travelling Allowances for say six months	..	12,000
Interest on cost of house and annual repairs, say	..	500
Two hundred School-masters, at 7 Rupees each —	..	16,800
Total..	Rs.	29,300

" I make no estimate of the cost of School-houses, for the villagers will generally be induced to build them themselves and always to keep them in repair, nor do I consider it necessary to do more than allude to the probability that hereafter Central Schools will be required, where those so inclined can carry on their Education beyond the mere elements taught in the Village Schools.

" I think it would be as well not to make any charge at first, except for books. This would apply only to Sonthals and ordinary laboring ryots, however, not to Bengali Mahajuns and such like, who should invariably be charged Schooling fees.

" Some time will, of course, elapse before the above expenditure is reached ; but the most vigorous efforts should be made to get up to it speedily, both on account of the people themselves, and in order to reduce the disproportionate cost of superintendence, and here I may remark that while Government superintendence nearly doubles the cost of each Village School, Missionary superintendence adds a mere trifle.

" I have endeavoured to do what I am ordered ; but I have had no experience in such matters, and I must confess my heart is not in this work. I look upon the Education afforded by the generality of Mofussil Government Schools with contempt, and I know no one who does not do the same. In my Report of the 24th June 1856 I stated that I thought we were wrong both as to the classes we taught and the Education we gave, and my opinion has certainly not changed since then. Government Education must be a failure, I think, except in the instances where the School-master loves his work for its own sake, and these instances are but few. How many School-masters are there who would not gladly quit their employment for any other with nearly equal pay ? Even if capable of really instructing, they have no conscientious interest in the well doing of their pupils, and the consequence is, they teach words, as many as possible, in order to acquire for themselves a good report at the Examination, which again is conducted by men who look on the thing as a bore, and often with good reason, for they have their own hard work to do, and who besides, from sheer inexperience, are incapable of ascertaining properly whether the School-master has faithfully done his work or not. As to the parents and friends of the pupils, they afford neither incentive nor check to the School master, for, having had no Education at all, or one of words like their children, they are unable to appreciate good teaching. I think, therefore, that until Government can be certain of the services of School-masters or Superintendents possessing a strong conscientiousness, a deep interest in their work, and some practical knowledge of it, the Government Education will be words and nothing else. Men possessing the qualifications I have mentioned are to be had ; but Government deliberately rejects their services, and prefers men who have often neither conscience nor capacity.

" The Hon'ble the Court of Directors are pleased to say in their Despatch that the Sonthals do not occupy separate regions or tracts of country so as to form isolated communities, locally separated as well as socially distinct from the Hindoo and Mussulman population and being

often located in close vicinity to populous towns and villages, and mixing with the general population in the concerns of life, the Hon'ble Court do not feel that in dealing with them they are exempt from the necessity of maintaining the caution necessary in Government Educational establishments. Now, with the utmost respect, I beg to say that this view of the Sonthal population is not altogether correct. Socially, the Sonthals are utterly distinct from the Hindu and Mahomedan population, and from the other wild tribes even. They neither eat, drink, nor intermarry with them—they won't even serve them; they pay rent to the Zemindar; they borrow from and sell their produce to the Mahajuns. This is nearly the whole extent of their dealing with other races, except Europeans. Socially they are not so distinctly separate, except in one remarkable instance to be hereafter mentioned; but still in nine cases out of ten at least, a Sonthal village is inhabited by Sonthals alone, in the tenth there may be a few Puharias, Moholis, Bhooeyas, &c., but the Sonthals are always by themselves in one hamlet of the village, the others in another. Sometimes, but rarely, a Sonthal hamlet is found attached to a low Hindu village, or *vice versâ*, and more often, a Sonthal village, for its own convenience, admits a Hindu oilman or spirit seller.

"The exception alluded to in the preceding paragraph is the Damun-i-Koh; within that tract I know of one Mahomedan village, and that is outside the Hills, in the narrow belt of plain bordering the Ganges; possibly one or two more may exist. There are several Hindu villages peopled either by Mahajuns who have been admitted on suffrance, and might be excluded to-morrow without the right to complain, or by a very low caste of Hindus, as ignorant as and far more degraded in morality than the Sonthals. With these few exceptions, and a sprinkling of Bhooeyas, Moholis, &c., who have come up with the Sonthals from the jungles of the South West, the population of the Damun is either Sonthal or Paharia, and Government has no objection to the conversion of the latter, for here, in the midst of Hindus and Mahomedans, it supports an institution for Paharia orphans, whose education is entrusted to Missionaries, with the result that might be expected. If then the Hon'ble Court of Directors still think his Honor the Lieutenant-Governor's Scheme inapplicable to the Zemindaree portion of the Sonthal Districts, why not let it be tried in the Damun, whose inhabitants, as I think I have shown, are separate and distinct from the Hindu and Mussulmen population, and who are both subjects and ryots of Government.

Surely there can be no objection to this. I would be ashamed to propose a contraction of the noblest scheme of Education ever to my knowledge set on foot in India, were it not that I feel convinced the contraction would not last long. Among other changes, which late events will produce, I earnestly hope and firmly trust to see swept away that mistaken policy which has hitherto made us appear traitors to our God and cowards before men.

"There is a special argument, however, in the case of the Sonthals. By the Education given to Hindoos and Mahomedans in Government Schools, if we do not directly teach the true religion, we sap their faith in the false one they have,—a procedure sneaking in itself, and not often attended with the hoped-for result; but the case is different with the Sonthals. If we don't teach them Christianity, we shall most probably make them Hindoos; it can scarcely be otherwise. We cannot get Christian Teachers for the Village Schools, though the Missionaries could, and even if we could, forbidden as they would be to introduce religious subjects in any form, what influence would they have over the religious feeling of the boys and their parents? The Sonthals would subside into bastard Hindoos as some have already nearly done. I wished to set up Schools in the Damun under heathen, until the Missionaries could occupy all the ground with Christian Teachers. This was opposed by the Missionaries because it would tend to make the boys liars and inimical to Christianity, and though I do not altogether concur in their views, I expressed a wish if they still adhered to them to give up my own opinion rather than do any thing to prevent their hearty co-operation in the scheme entrusted to them. I have frequently thought on the subject since, and though I should not object to press on with the mere elements of Education through heathen Teachers, knowing the Missionaries were behind with their Christian Education, and soon to overtake me, I should consider it a very different thing to make over the Sonthals for education either to Christian Teachers, forbidden to speak of their religion (if men taking service on such terms could be Christians except in name), or to heathens with no prospect of any efficient counteraction to the all-prevailing heathen influence around.

"Assuredly we are not here merely to introduce Steam Engines, and the sooner we set about our appointed work the better. The natives have no idea of conversion in general except by means of force or fraud, greased cartridges, or acts giving patrimonial property to deserters from

the ancestral faith Government might have Christianity taught in all its Schools. Once it was known we were in earnest, not a murmur would be raised. We have ourselves fostered and encouraged murmurers by giving way to them, even by anticipation, but, murmurs or not, we have a right to teach what we believe to be true, and we are bound to teach the whole truth. I would not force Schools on any place; but, if asked for, Christianity should be taught; if Hindus and Mussulmen set up Schools themselves, good, let them have a Grant-in-Aid, they are entitled to that out of the general revenue of the country; but they are not entitled to any other help or encouragement from a Christian Government. I know not which have most pupils, Christian or unchristian Schools. It is said the former owe their large attendance to being free Schools, which the latter are not; but this only proves how little many heathen parents care about their children being taught the Bible.

"Whatever may be done elsewhere, I pray His Honor the Lieutenant-Governor to support his own Scheme for educating the whole of the Sonthal Districts with all the weight of his influence.

"No apology is required for speaking my opinion freely, if, as I trust, I have spoken it without disrespect for the opinions of others."

I have, &c.,
(Signed) G U. YULE,
Commissioner, Sonthal Pergunnahs.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

C. T BUCKLAND, ESQUIRE,
Junior Secretary to the Government of Bengal,
Fort William, the 29th January 1858.

SIR,

"HAVING had an opportunity afforded me by the Lieutenant-Governor of perusing the recent correspondence on the subject of the Education of the Sonthals, I have the honor to subjoin a few remarks, with reference more especially to the Hon'ble Court's Despatch of 22nd of July last, and Mr. Yule's letter of the 11th November, No. 630.

"I quite agree with Mr Yule that, if the Scheme already sanctioned is to be put an end to, and something else substituted, a special Superin-

tendent or Inspector of Schools must be appointed for this part of the country, with (say) two Deputy Inspectors. The former Officer might be styled Inspector of Schools in Central Bengal, and in addition to the Sonthal country strictly so called small portions of the Circles now under the Inspector of Behar and South Bengal might be placed under his jurisdiction, these Circles being now more extensive, and involving more labor than can be properly managed by Mr. Lodge and Mr. Harrison.

"The allowances of the new Officers might be very much the same as those already sanctioned for this Department, and I would ask permission to expend, in the first instance, a sum of not more than Rupees 300 a month for the establishment of Village Schools, leaving the precise number of such Schools and the pay of the masters, &c., to be settled and sanctioned in detail hereafter, that is to say, after the new Inspector shall have set to work, and made himself acquainted with the precise requirements of his new charge.

" I append a Tabular Statement in the prescribed form, of what I propose.

" I must say, however, that I entirely agree with Mr. Yule, that any such Scheme as this would be far less hopeful than the one it would supersede, and ' my heart would not be in the work' to the extent that would be desirable. Without admitting that the ' Education afforded by the generality of Mofussil Government Schools' is deserving of ' contempt' I fully recognize the fact that the teaching carried on in such Schools is, generally speaking, not characterized by that earnest conscientious spirit, and that character of practical utility, which are usually seen in Schools superintended by experienced Missionaries. And I concur also in the opinion that, if Government deliberately rejects the cheap and valuable service now offered, a great mistake will be committed.

"The sole ground upon which, it would seem, that this service is to be rejected is that the Sonthals are believed to differ from other tribes for whose Education Grants have been given in one particular, *viz.*, in being less isolated, and socially distinct from Hindus and Mussulmen than those tribes. But Mr. Yule points out that this supposition is not altogether founded upon fact, and perhaps therefore it is unnecessary to say more on this head.

" Even, however, were the facts otherwise, I should be unable to see my way to the conclusion arrived at. The argument appears to be that it is objectionable for the Government to appear to be doing any thing with

the intention of converting any class of the people to Christianity; but that this objection is of little or no force when the class of people concerned is isolated or remote. I cannot understand this argument, unless it means that the Government will do in a corner what it is afraid to do in the face of day.

"No doubt the motives of the Government are ever liable to misconstruction. But if the thing to be done is good and right, I hope we shall not be restrained from doing it by any such fear as this.

"That it is right in the present instance I have no doubt whatever, and that to pronounce it otherwise is to withdraw from the principles laid down, and the promises held out in the great Education Despatch, seems to me equally clear. After setting forth that the Grant-in-Aid system for India is to be the same as that in force in England, and that it is to have no reference whatever to any religious instruction which may be imparted in the Schools assisted, that Despatch plainly says—"Aid will be given to *all Schools which impart a good secular Education*, provided they are under adequate local management," and that they agree to the prescribed conditions. To say now that aid will not be given to such Schools if they are under the supervision of Christian Missionaries, unless they happen to be in remote and isolated localities, and unless the proceeding is exempt from all risk of "perverted misconstruction," seems to me to introduce a new and most embarrassing element into the simple and statesman-like system propounded in the Despatch of 1854.

"For my part, speaking as a very humble individual, I care not for misrepresentation. When I advocated the grant to Mr. Droese and his fellow-laborers, I did so not because they were Missionaries, but because they were excellent secular Educationists, and because as such they had successfully prosecuted their calling among the very people to be instructed. I should be equally ready to advocate a Grant to Hindoos or Mussulmen in a similar position. In all such cases, provided the secular Education given were good, and under the guise of Religion nothing dangerous to morality or Civil Government were taught, I should not concern myself with either the religious tenets or motives of the Educators.

"The Hon'ble Court say they see no sufficient reason for applying to the case of the Sonthals a different principle from that which has been applied to the general population, and in this view I would respectfully express my acquiescence. But I cannot see that any such difference

has been sanctioned by the Government of India. The principle under which aid was to be given to the Church Missionary Society's Schools in the Sonthal Pergunnahs is precisely, as it appears to me, that which is laid down in the Education Despatch and the Grant-in-Aid Rules. The only difference is one of mere detail. We have, as on other similar occasions, in consideration of the peculiar circumstances and difficulties of the case, not required so large an amount to be "expended on the School from private sources" as is prescribed by the letter of the Grant-in-aid Rules.

"I think it right to add that, although I concur in much of what is urged by Mr. Yule, I cannot agree with him in condemning the policy under which the Government of this country treats all religions on a footing of perfect equality, and carefully abstains from recognizing or favouring one more than another. I cannot think that it is an 'appointed work' of the Government to involve itself in any way with religious and proselytizing enterprizes, or that it has any right to call itself a 'Christian Government.' Government, as it has always appeared to me, exists for a specific purpose, for the protection of life and property, and for facilitating the production and distribution of the material means of happiness. It appears to me therefore as unmeaning to talk of a Christian Government as it would be to talk of a Christian system of Police, or a Christian system of Roads and Canals.

"I venture to say this in order to show that, though Mr. Yule and I arrive on the present occasion at the same conclusion, it is by quite different roads. And this fact may perhaps entitle our joint recommendation to more consideration than it would otherwise merit.

"The papers of the case appertaining to your Office are herewith returned."

I have, &c.,

(Signed) W. GORDON YOUNG,

Director of Public Instruction.

21. I mentioned in my Report for last year Mr. Robinson's proposal for improving the efficiency of the Government Vernacular Schools in Assam, which was approved by the Lieutenant-Governor, but rejected by the Supreme Government.

During the period under review, Mr. Robinson re-submitted the proposal, and dwelt strongly on its necessity. And, in reply to this second reference on the subject, the Supreme Government expressed itself as follows :—

" Mr. Robinson pleads that the object of the proposed modification in the scale of Salaries is to encourage and reward successful Teachers by means of a graduated scale of pay, an object that is unattainable if the former uniform scale be reverted to. The substitution of a varying for an uniform scale of Salaries in these Schools is considered unobjectionable, provided the fundamental principle upon which Model Village Schools are set up is kept in view. This principle is that these Schools should not cost more than the people can reasonably be expected themselves to afford to pay hereafter, otherwise there can be no hope of the eventual displacement of these Model Schools by equally efficient Indigenous Schools, and the object of the Schools as models upon which the surrounding Village Schools are to be constructed, is entirely lost sight of and nullified.

" The object of a Model School is not so much to afford an Education to the boys of the Village in which it is placed, as to show the people of the surrounding Country how, with the means already at their disposal, efficient Schools can and should be conducted. If this be not done, the School is useless as a model, and should be abolished. It was because the revised scale of Salaries appeared to be fixed beyond what villagers in Assam could ever be expected to pay, that His Lordship in Council objected to it.

" The sum saved by the abolition of the seven Schools should be credited to the State, or at any rate devoted to no other object than the opening of new Schools in places where they may be required. If out of the remainder the Inspector can devise a suitable graduated scale of Salaries, the Hon'ble the Lieutenant-Governor is authorized to adopt it. A low uniform Salary for each School, say Company's Rupees 5, with an additional allowance contingent upon the number of boys educated at each, such as to raise the average Salary to Company's Rupees 7 or Company's Rupees 7-8 per mensem, would probably meet the views of the Inspector, without infringing the principle above referred to."

22. I give prominent insertion to the above, as it lays down certain principles in regard to the regulation of Model

Schools to which the attention of the Department should be directed. One great difficulty we have to contend with is, (it must be frankly stated,) the absence, to a great extent, of fixed and recognized principles and rules of action. This arises partly from the differences of opinion on important points which prevail among those in Authority (differences with which the question of State Education in India is perhaps peculiarly beset, and which even the broad and simple principles laid down in the great Despatch of 1854 seem to have done but little practically to remove), and partly from the difficulty which I often find in ascertaining precisely what the views of the higher authorities on any particular question actually are. The intimate relations existing between my Office and the Bengal Government would make it both an easy and pleasant task to carry into effect the Lieutenant-Governor's views, if this were all I had to do. But when measures have to be shaped or carried out so as also to accord with the views of other authorities, views which are sometimes with difficulty reconcileable with the Education Despatch, and which are not unfrequently hidden from my ken until something sanctioned or proposed by the Lieutenant-Governor is disallowed by a higher power, the task becomes a more difficult one.

23. I should be unworthy to hold the position I now have the honor to occupy if I were to refrain from stating frankly and respectfully what I believe to be one chief cause of the slow and unsatisfactory progress that is being made in carrying out the noble views of the framers of the Despatch of 1854. But it is, of course, not for me to presume to point to the remedies for the state of things thus hinted at.

24. I append a Statistical Return of Colleges and Schools for the Quarter ending with October last, as well as the usual

Narratives from the Inspectors of Schools. The "Return of Grants-in-Aid" which always accompanies such Reports as this, is, for the period now under review, a blank, as stated above.

I have the honor to be,

SIR.

Your most obdt. Servant,

WM. GORDON YOUNG,

Director of Public Instruction.

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* See Para. 13.

ADDENDUM.

FURTHER CORRESPONDENCE REGARDING VERNACULAR EDUCATION.

[*Referred to at Page X. above.*]

No 447.

FROM

C. BEADON, ESQUIRE,
Secy. to the Govt. of India,

To

C. T. BUCKLAND, ESQUIRE,
Junior Secy. to the Govt. of Bengal.

Dated the 15th February 1858.

HOME DEPT.

SIR,

I AM directed to acknowledge the receipt of your letter No. 469, dated the 9th October last, with enclosure, relative to the proposal to modify the Grant-in-Aid Rules.

2. With your letter of the 20th March 1857, the Lieutenant-Governor submitted a Report from the Director of Public Instruction, declaring it to be his opinion, and that of all concerned in Native Education, "that no system of education for the great masses of the people can possibly be "based upon the present Rules for Grants-in-Aid, and that "if it is intended to make that system any thing more "than a name, the Rule which restricts the Government aid "in all cases to an amount equal to what is contributed by

" private persons must for certain classes of Schools and " parts of the Country be modified "

3. In Mr. Young's opinion the question had come to this, " whether the Grant-in-Aid system shall be abolished and some " other method of carrying out the orders of the Hon'ble " Court in regard to the education *of the masses* substituted " for it, or whether the Rules under which that system is at " present administered shall be somewhat modified ; " and he declared himself in favor of the latter course, proposing that in regard to Vernacular Schools every where, except in the four Districts around Calcutta, Section 6 of the Grant-in-Aid Rules " should be so far modified as to vest in the Govern- " ment a discretionary power to adapt the amount of the " Grant to the peculiar wants and circumstances of the School, " provided, however, that that amount shall in no case exceed " three-fourths of the entire cost of the School."

4. The Director also at the same time recommended that in *all* Schools in the four above excepted Districts, and in all English and Anglo-Vernacular Schools every where else, no distinction should be made between School fees and other local and private sources of income. In fact, this practice appeared to have been already adopted by the Director with the sanction of the Lieutenant-Governor.

5. The Lieutenant-Governor recommended that in regard to purely Vernacular Schools in all Districts, the Rules should be modified so as to raise the proportion of the Government Grant to three-fourths of the entire cost of the School, and that no distinction should anywhere be made between School fees and other sources of private income.

6. It appeared from a letter of the Director, contained in the correspondence, that the practice had been to require that in every case a certain amount of income not less than

Rupees 10 a month should be guaranteed by the inhabitants, and as it was at the same time proposed to raise the Government contribution to three-fourths of the whole cost, it was inferred that Mr. Young contemplated that each Vernacular School should cost Rupees 40 a month.

7. To these proposals the following answer was given by the Government of India :—

"The Governor General in Council does not consider that "any sufficient reason is shown for modifying in favor of "Vernacular Schools in Bengal in general, the strict Rule "which limits Grants-in-Aid to cases in which one-half of "the expenses (at least) of a School are contributed from "local sources, and in which fees are paid by the Scholars.

"The Director of Public Instruction assumes that it is the "*amount* required to be made good from local sources which "prevents the people from taking greater advantage of the "Grants-in-Aid for Vernacular Schools. If so, the remedy "consists not in increasing the proportion contributed by "the Government, but in diminishing the total cost of the "School. At present it appears that no School is aided "unless the local contributions, including fees, amount to "Rupees 10 a month, so that it is seriously contemplated to "found a system of Village Schools costing at least Com-"pany's Rupees 40 a month each. It seems superfluous to "point out the utter impracticability of such a scheme. In "the North-Western Provinces, the whole cost of a Hulka "Bundee School is only Rupees 4 or Rupees 5 a month.

"Again, Mr. Young, singularly misapprehending the views "of the Hon'ble Court, assumes that if the people will not "contribute to the support of Vernacular Schools, the Go-"vernment *must* establish them, and maintain them entirely "at the expense of the State. This, which is simply impos-

"sible. Mr. Young regards only as a very inexpedient ne-
"cessity to which the Government will be driven if it asks
"the people to contribute more than they are willing to give,
"or indeed to contribute anything beyond the Schooling fees
"paid by each pupil.

"The plain fact appears to be, that in the Lower Provinces
"the lower classes have not yet learned to appreciate
"or desire Education, and that the higher classes generally
"are not actively desirous that their inferiors should be
"educated. All that the Government can do in such circum-
"stances is to set before the people in every way the advan-
"tage of teaching their children to read and write, to exhort
"and persuade them to do so, to point the way by opening
"Normal and Model Schools, and to aid in establishing Vil-
"lage Schools by a liberal Grant of public money, the amount
"of which has been wisely limited, as a general Rule, to a
"sum equal to that contributed from local sources over and
"above the very small fees paid by the pupils. To go beyond
"this limit would, in the opinion of the Governor General in
"Council, be consistent neither with the principle of encourag-
"ing private effort and combination, nor with a due regard
"to the public finances.

"It seems indeed from the papers now submitted that in
"its mode of applying the Grant-in-Aid Rules to the educa-
"tion of the lower classes, the Government of Bengal has
"been pursuing an erroneous course which the Governor
"General in Council refrains from arresting at once only with
"the view of obtaining the Lieutenant-Governor's full opinion
"upon the subject before coming to a decision. It would
"seem that the efforts of the Educational Officers in Bengal
"have been directed much more to the establishment of new
"and expensive Schools than to the improvement of indi-

"genous and cheap ones. A different, system, however, "prevails under each Inspector: and neither the Director "nor the Government appears to have arrived at any defiitne "conclusion as to the plan which, with modifications to suit "special localities, is best adapted for the promotion of popu- "lar Education

"I am directed, therefore, to request, that the Government "of India may be favoured at as early a date as possible "with a comprehensive expression of the Lieutenant-Gover- "nor's views on this subject, and a clear outline of the plan "recommended by His Honor for carrying out in the Lower "Provinces the intentions of the Hon'ble Court in respect "to the general education of the people as expressed in their "Despatch of the 19th July 1854."

8. To this letter the Lieutenant-Governor of Bengal has now replied in your letter under acknowledgment, by sending up a further Report of the Director of Public Instruction, arguing the whole question again, and repeating his recommendation, that in the case of Vernacular Schools the proportion of Government aid should be raised to three-fourths, and that School fees shall be counted among the other assets of private or local contribution.

9. Mr. Young, however, explains that 20 Rupees, not 40 Rupees a month is the contemplated expense of a Vernacular School, and that consequently, if the Government agree to pay three-fourths of the expense, the minimum amount to be guaranteed by the inhabitants will be reduced to Rupees 5 a month.

10. But it also appears that the Vernacular Schools which the Director proposes to establish on this footing are not Schools "for the masses" like the Hulka Bundee Schools in the North-Western Provinces, but Model Schools of which

it is proposed to establish only from 20 to 30 in each Zillah, leaving the lower class of Schools to be operated upon at some future possible time. It is not the immediate education of the masses which is aimed at in these proposals, but "a gradual leavening of the mass from above." In fact it is said by Mr. Young that the inferior Schools are even now being improved *by means independent of the Grant-in-Aid system.* This may be, and no doubt is, the right policy; but then the argument for increased contribution from the State to these higher Vernacular Schools, founded on the necessity for educating the masses, falls to the ground.

11. The Lieutenant-Governor sends up Mr. Young's letter with a general expression of concurrence in his views, but without any opinion of his own as to the course to be taken with regard to the general education of the people in the Lower Provinces. His Honor further requests that the order not to allow fees to count as a part of local contributions may not be retrospective.

12. It appears to His Honor in Council that no reason is shown in this correspondence either for increasing the proportion of the Government contribution in support of these Model Vernacular Schools, or for counting Schooling fees as a part of local contributions. His Honor in Council is therefore constrained to decline acceding to either of the proposals, and to adhere to the views already expressed by the Government of India. The Government does its part in establishing six Model Vernacular Schools entirely at its own cost in every District. If more such Schools are required, it is not too much to expect that the people shall contribute half their cost.

13. The President in Council requests that the Hon'ble the Lieutenant-Governor will favor the Government of India with a detailed Report of his views as to the means to be

adopted for the general education of the people throughout the Lower Provinces.

I have the honor to be,

SIR,

Your most obedient Servant,

(Signed) CECIL BEADON,

Secy. to the Govt. of India.

COUNCIL CHAMBER,
The 15th January 1858.

No. 499.

COPY of this letter forwarded, with reference to previous Correspondence, to the Director of Public Instruction for report.

By order.

C. T. BUCKLAND,

Junior Secy. to the Govt. of Bengal.

FORT WILLIAM,
The 4th March 1858.

No. 653.

FROM

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction,

TO

C. T. BUCKLAND, ESQUIRE,

Junior Secy. to the Govt. of Bengal.

Dated 11th March 1858.

SIR,

I HAVE the honor to acknowledge the receipt of your Endorsement No. 499, dated the 4th Instant, forwarding to me "for report" copy of Mr. Secretary Beadon's letter No. 447, dated 15th Ultimo.

2. The first eleven Paragraphs of this letter consist only of an abstract of the Correspondence which has been going on during the last year and a half between this Office and the Governments of Bengal and India, on the subject of the system of Grants-in-Aid as applicable to the promotion of Vernacular Education in Lower Bengal Of the last two Paras the first simply states that the Supreme Government sees in all this Correspondence no reason either for increasing the proportion of the Government contribution in support of Grant-in-Aid Vernacular Schools, or for counting Schooling fees as part of local contributions, and accordingly declines to accede to either of the Lieutenant-Governor's proposals to the above effect; and the last Para. requests the Lieutenant-Governor to submit a "detailed Report of his views "as to the means to be adopted for the general education "of the people throughout the Lower Provinces"

3. I have, of course, no wish to urge again what has been already urged, and has been by the Government fully considered. But, with reference to the Supreme Government's refusal to allow Schooling fees to be counted as a source of the local contributions to a Vernacular School, it seems necessary to call attention to the recent Despatch* from the Hon'ble Court conceding the very point here referred to and refused. In Para. 35 of this Despatch the point is discussed and disposed of as follows :—"It is desirable that "as a general rule one view should be acted on throughout "the Presidency. At present, as regards Vernacular Schools, "it will be sufficient to require that the amount of local "*contributions from all sources* should *equal the Government* "*Grant*, but in the case of *Anglo-Vernacular* Schools, the "amount contributed by Government should be conditional

* No. 104 of 1857, dated 29th of July, forwarded with your Endorsement No. 510, dated 27th October last.

"on an equal amount being raised by *subscription only* in "*addition* to the Schooling fees."

4. Possibly this Despatch may have been overlooked in Mr. Beadon's Office at the time when his letter now under reply was issued.

5. In regard to Para. 10 of Mr. Beadon's letter, it must be admitted that the Vernacular Schools referred to cannot correctly be termed Schools "for the masses," if by the term "masses" is meant the very lowest class and stratum of Society. Nor indeed in this sense are the "inferior Schools" mentioned by Mr. Beadon in the same Para. Schools "for the masses." Both kinds are Schools for the education and enlightenment of a comparatively low order of the population, of the lowest classes indeed who at present have any idea of sending their children to School, and by whose means and example alone the same idea is likely to permeate to the lowest stratum of all. In this sense the Schools in question, if they may not correctly be designated Schools for the masses, may at least be favorably regarded as having an immediate bearing upon the education of the masses. And in this sense I have urged on their behalf that they "operate "upon a class of Society much below any previously affected "by Government Educational measures," and that by their means we have "*begun* to touch the masses" and may "in "time to come operate upon a much lower class of Schools."

6. It is also true that Schools that cannot avail themselves of the present Grant-in-Aid Rules are worked upon by the Department by "means independent* of the Grant-in-Aid system." That is to say, rather than do nothing for such

* I should rather have said, as indeed I have said in another part of the same letter quoted by Mr. Beadon, "means auxiliary and supplementary to the Grant-in-Aid system," because, in fact, all our measures are connected in various ways, and none can be said to be *independent* of the others.

Schools, we do for their improvement what we can. But this has seemed to us no reason for insisting upon a Rule such as shall almost of necessity exclude them from the pale of the Grant-in-Aid system altogether. On the contrary, the very measures of improvement referred to result in many cases in the conversion of such Schools into Grant-in-Aid Schools.

7. The Hon'ble Court clearly contemplate in their great Despatch the application of the Grant-in-Aid system to all Vernacular Schools that can be made to "impart a good elementary Education," and desire that it shall be made use of "wherever it is possible to do so." But the Government of India appear to be of opinion that where "means independent of this system" can be adopted, it is the "right policy" to adopt them, and (apparently) the wrong policy to concern ourselves with the Grant in-Aid system.

8. The 5th Para of Mr. Beadon's letter seems to imply that it has been proposed universally, or at least generally, to pay on the part of Government three-fourths of the cost of every Grand-in-Aid Vernacular School; but this idea was "distinctly deprecated" in Para. 12th of my letter of 22nd August last. To "raise the proportion of the Government "Grant to three-fourths of the entire cost—of the School in "regard to purely Vernacular Schools in all Districts" is a very different thing from "granting in each case such sum (and "no more) as may be proved to be really necessary, provided "that in no case shall the Government contribute more than "three fourths of the cost." It is all the difference between saying that we will in every case give a certain sum, and that we will in *no* case give *more* than that sum.

9. With regard to "the last Para. of Mr. Beadon's letter I do not conceive that I am called upon to submit my views *in extenso* in regard to "the general education of the people

throughout the Lower Provinces." Were I to do so I should probably confine myself to respectfully recommending, so far at least as Vernacular Education is concerned, that the measures now in operation may be gradually extended and developed, that the Rules regarding the restriction of all public expenditure within the narrowest possible limits be not applied too rigorously to this Department, and that a certain discretionary power in the working of the Grand-in-Aid system be left with the Lieutenant-Governor, so as to allow of its adaptation whenever possible to the lower as well as the higher order of Schools.

I have, &c.,

(Signed) W. GORDON YOUNG,

Director of Public Instruction.

STATISTICAL RETURN of Gover

NAMES of INSTITUTIONS.	Town or Zillah within which situated.	When established.	Number of Pupils on the Rolls at the end of the Quarter.				Average daily attendance during the Quarter, exclusive of authorized Holidays.	
			Hindus.	Mahomedans.	Others.	Total.		
Presidency College— General Department	Calcutta	1855	184	7	3	194	154	
Kishnagur College	Kishnagur	1846	26	0	0	26	23	one
Hooghly College— Arabic Department	Chinsurah	1836	45	0	0	45	39	
	Ditto	1856	6	45	0	51	39	
Dacca College	Dacca	1841	46	1	1	48	41	
Sanscrit College	Calcutta	1824	349	0	0	349	242	
Berhampore College	Berhampore	1853	17	0	0	17	11	
Calcutta Madrassa— Arabic Department	Calcutta	1781	0	81	0	81	65	
Patna High School	Bankipore	1835	33	7	4	44	37	

-cation, *for the Quarter ending October* 1857.

d during the orter. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Monthly Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
0 3562 1 6	0 0 0	0	20 7 6	12 6 0	
6 35640 5 10	0 0 0	0	42 14 2	42 9 11	* In this Statement are included the Hindoostani and Bengali Classes who receive an education far less expensive than the English Classes.
0 7021 0 8	†42 7 3	0	111 7 0	103 13 10	† This is the balance remaining in hand to meet the 2 Forbes Scholarships.
6 2153 5 5	0 9 0	0	7 8 10	7 8 10	
0 1967 14 6	0 0 0	0	9 3 9	9 2 9	
0 530 0 0	0 0 0	0	7 10 10	7 8 3	
0 2268 9 3	0 0 0	0	14 0 0	14 0 0	

No. 227.

FROM

THE INSPECTOR OF SCHOOLS,
SOUTH-WEST BENGAL,

To

THE OFFICIATING DIRECTOR OF
PUBLIC INSTRUCTION.

Fort William, 1st October 1857.

SIR,

IN accordance with the directions contained in your Circular, No. 969 to 972, dated the 12th May 1856, I have the honor to submit my Report, together with the Statistical Returns of the Government and Aided English and Vernacular Schools, a list of Members of the Local Committee, and the Abstract Remarks contained in the Visiting Books of the Zillah Schools, for the Quarter ending the 31st July last.

2. Having received your instructions, in which the Districts of Cuttack, Pooree, Balasore, Midnapore, and Sumbulpore were assigned to me, I took charge of my duties on the 9th of June, about the middle of the Quarter. I was prevented from visiting any of my Districts by the bad state of the roads during the rainy season and by the disturbed state of the country. However, there was no want of business for me ; for, besides the current work of the Office, I was constantly engaged in making myself familiar with the state of the education in my Division, reading Reports and Correspondence, and perusing the Bengali books adopted in the Government Schools and other Works lately issued from the Vernacular Press. I also commenced the study

of the Ooriyah language, as Cuttack would probably be the chief field of my labours. The Institutions I had an opportunity of visiting were the Normal School at Hooghly, and the Normal School at Calcutta under the control of Pundit Eswhar Chundra Bidyasagar, with a view of obtaining an insight into the plan followed in those Institutions for the training of Vernacular Teachers. I intended to pay also a visit to the Training School at Santipore, under the superintendence of the Reverend Mr. Bomwetsch ; but the School had at that time unfortunately been closed for a month. At the request of Mr. Woodrow, I examined the Bengali and Sanscrit papers of the Pundits competing for the Punditship at Chittagong.

3. The Zillah Schools in my Division went on well, and the Local Committees discharged their duties in a very efficient and satisfactory manner.

Zillah Schools.

Cuttack. | Balasore.
Pooree. | Midnapore.
Sumbulpore.

4. The Committee of the Cuttack School applied for an additional Teacher to instruct a Class to be intermediate between the First and Second Classes ; but as this Institution had been recommended by the Committee for the Improvement of Schools to be among the number of first grade Schools, by which a much more efficient addition to the Istructive Staff would be rendered necessary, I proposed to postpone any measure for the increase of Teachers until the publication of the Report of that Committee.

Cuttack School.

5. The only Zillah School not exhibiting any sign of improvement was that at Sumbulpore. Mr. Pratt reported to you before on the expediency of converting it into a good Anglo-Vernacular School, in which all the subjects of study, with the exception of English, are to be taught through the medium of

Sumbulpore.

the Vernacular language, and, after mature examination, I concurred with him in opinion ; for although the School has been laboring since its establishment under very unfavorable circumstances, the inaccessibility and the insalubriousness of the place, the frequent changes of the Head Masters, and the insufficient staff of Teachers, yet there is ample evidence that little or no desire exists for a higher education among the inhabitants, as no fee could hitherto be introduced ; and there are, moreover, at present, not situations enough in the District for which a higher English education is required. I requested, therefore, before submitting to you a plan for the reorganization of the School, the Local Committee to favor me with their views on the subject.

Anglo Vernacular Schools.

6. There are at present only two intermediate Schools in my Division, at Tumlook and Contai, both in Midnapore.

Tumlook.

7. The School at Tumlook has been established somewhat longer than a year, and seems to improve steadily. It has an English and a Vernacular Department, which latter I shall notice below. The English Department contains sixty-five pupils in seven Classes, and their number is gradually increasing. The First Class has just commenced the Junior Scholarship Standard ; but from the Report of the Deputy Inspector it appears that it is somewhat above their attainments, which, of course, will be remedied.

Contai.

8. The School at Contai, comprising an English and a Vernacular Department, is but a short time in existence (since the 20th March 1857). The English Department, consisting of one Class in four Sections, which, on its opening, was attended by twenty-one pupils, has increased to fifty-seven during the Quar-

ter, and although beginners, they gave satisfaction to the Deputy Inspector on his last Examination.

Vernacular Education.

9. I received one application for a Grant-in-Aid from the Ranee of Bullarampore. The number of applications before Government, not yet sanctioned, is seven. One School only at Chundunpore has been opened during the Quarter; but its existence was of short duration, as it was closed at its end, the proprietors refusing to support it any longer.

Vernacular Grant-in-Aid Schools.

10. The total number of Aided Vernacular Schools at work, exclusive of the Vernacular Departments attached to the Tumlook and Contai Schools, has been six, as per margin. The state of the Schools is satisfactory; they appear, on the whole, to do well. The attendance has increased, and the inhabitants in several places take a lively interest in their prosperity. The number of Aided Vernacular Schools in Midnapore is no doubt very small, education being not so highly appreciated here as in several other Districts nearer the influence of Calcutta; still there is some desire for an improved education.

Devoge	...74 students.
Alloogram	..44
Bhobanipore	53
Morakata Bhobanipore	..70
Murara Culica Chundunpore.	. 40
Vernacular Department of Tumlook School	..50
Ditto of Contai School	..74

Grant-in-Aid system.

11. The Grant-in-Aid system has made a gradual but steady progress, and in Midnapore also a greater number of Schools would have been established, if Government had promptly met the applications before them. As it is, the inhabitants, seeing that the applications are not complied with, lose the little zeal which they originally had.

12. In my opinion, it cannot be expected, for a long while to come, that the Grant-in-Aid system, in its present form,

will much advance Popular education. Only a small fraction of the people avail themselves of it; and this fraction is the same which, before the enlightened measures of Government for a reform of Vernacular education, received instruction by means of the Gurumohashoy's and other Schools. Should it be carried out to its full extent, I have, however, no doubt that the constantly increasing number of Schools in which sound education is imparted, will infuse into the people a stimulus which is certain to work its way to the lowest classes of society. It is preferable, I think, to the Gurumohashoy Circle system; the latter is at least as expensive, if not more; it does not exercise the same control over the students as the former, according to which one Teacher gives his undivided attention to one School, and wants the voluntary exertion and the interest in the welfare of the School on the part of the inhabitants.

Objection to some of the Class-books.

13. I hear that many of the inhabitants of Midnapore object to the class-books introduced into the Schools, especially to Keith's and Shamachurn's Bengali Grammars, which they consider but little adapted for the use of Schools. Instead of them, they wish to substitute Pundit Eshwar Chundra's "Introduction to Sanskrit Grammar," by which they anticipate the students to acquire an elementary knowledge of Sanscrit, the necessary foundation of a thorough acquaintance with the Vernacular, as well as a correct knowledge of the grammar of their own language. The conclusiveness of the argument may be partly admitted, and if there be an easy and at the same time comprehensive grammar of the Bengali language for the lower Classes of a School, I think Eshwar Chundra's Introduction might with advantage be studied in the higher Classes.

Vernacular Education in Cuttack.

14. Nothing has as yet been done for an improved education in Cuttack; no Sub-Inspectors have been appointed; the Vernacular

class-books are very few, and most of them deficient in matter and form; and no measures have been adopted for obtaining a superior set of Teachers, or even accurate information on the state of the existing Schools.

15. There are only four Government Schools in Cuttack, belonging to the 101 established under Lord Hardinge, and these are in very languishing state, as they have met with little encouragement on the part of the inhabitants, and have never been systematically superintended.

1. Kendraparah.
2. Mohasingpore.
3. Khordah.
4. Bhudruck.

16. The only new Schools since established are nine, in the Tributary Mehals, which owe their existence to the unremitting zeal of the Commissioner in Cuttack, G. F. Cockburn, Esq., who takes so lively an interest in the promotion of education in Cuttack, and who, as early as January 1857, submitted a scheme to Government for the improvement of the four Vernacular Schools above mentioned.

Mr. Cockburn.

17. I owe my grateful acknowledgments to Mr. Lacey, Deputy Commissioner in Cuttack, who volunteered his aid to me in supplying me with information on the condition of Vernacular education in Cuttack, and who suggested that we might avail ourselves of the opportunity of Lieutenant Macdonald reprinting several Ooriyah School-books for the Schools of the Northern Circars to have a number of copies of those books struck off also for the use of the Vernacular Schools in Cuttack.

Mr. Lacey.

18. I also have to thank Baboo Sreenauth Ghose, Deputy Collector at Bhudruck, who submitted to Mr. Cockburn a scheme, for the management of the Vernacular School at Bhudruck. This, revised by Mr. Cockburn, and enlarged by myself, has been

Baboo Sreenauth Ghose.

adopted in Bhudruck, and I have given directions to introduce it also into the other Vernacular Schools in Cuttack.

19. At the same time I had correspondence with Mr. Cockburn on the state of education in Cuttack, with a view to propose some preliminary measures for the diffusion of improved education in that Province, (especially with reference to converting the four Vernacular Schools into Model Schools, and to attach to one of them a Normal Class for the instruction of School Masters, preliminary to the establishment of a Normal School.)

20. The Deputy Inspector for Midnapore, Baboo Woomachurn Holdar, has visited during the Quarter sixty-three Schools and travelled 361-¼ miles, and I have been greatly satisfied with the zeal with which he has discharged his duties.

I have the honor to be,

SIR,

Your most obedient Servant,

E. ROER,

Inspector of Schools, South-West Bengal.

No. 167.

FROM

THE SPECIAL INSPECTOR OF SCHOOLS,
SOUTH BENGAL,

To

HENRY WOODROW, ESQUIRE, M. A.,
Officiating Director of Public Instruction.

Fort William, 22nd September 1857.

SIR,

I HAVE the honor to submit the following brief narrative of my proceedings during the Quarter ending 31st July 1857.

The Vernacular Model Schools having been in regular working order for some time past, there is scarcely any thing particular to record about them. All the Schools, with the exception of three, are in a prosperous condition, the number of boys is gradually increasing, and the pupils continue to make steady progress.

The three Schools referred to are those at Maluncha in Midnapore, Kheerpoy in Hooghly, and Khandghosh in Burdwan. These Schools have been languishing since the introduction of schooling fees. The people generally are poor and cannot well afford to pay these fees; it is, therefore, in contemplation to transfer the Schools to other localities, and with this view references have been made to the Inspectors of South and South-Western Bengal, to ascertain if those localities were unobjectionable with reference to their arrangements.

The Female School at Jowgong, the establishment of which was noticed in the last Quarter, is gradually flourishing. The inhabitants continue to take a lively interest in its prosperity, and there has since been an accession to the number of pupils.

The inhabitants of Ilsarah, a village about 2 miles from Jowgong, following the praiseworthy example of their neighbours, have, during the last Quarter, established a Female School in their own village. The little School musters sixteen girls on its Rolls.

The Normal School bore the names of ninety-five students on its muster on the 31st July last. Their progress during the Quarter has been satisfactory. Several of them have qualified themselves for the duties of Teachers; but in consequence of the demand for such Officers being short, only six have got appointments,—four in the Model Schools and two in Private Schools.

Notwithstanding the inconvenience arising from the bad state of the roads in this season in the Mofussil, the Sub-Inspectors went their usual rounds in their respective beats. During the Quarter, they have given satisfaction by their diligence and attention to their duties.

I have the honor to be,

SIR,

Your most obedient Servant,

ESHWAR CHUNDRA SHARMA,

Special Inspector of Schools, South Bengal.

No. 1139½.

FROM

THE INSPECTOR OF SCHOOLS,

SOUTH BENGAL,

To

H. WOODROW, ESQUIRE,

Officiating Director of Public Instruction.

Kishnaghur, 29th October 1857.

SIR,

DURING the Quarter under review, ending with the 31st of July, I am happy to remark that I have observed much more steadiness on the part of the College pupils in pursuing the course of studies before them than prevailed in the previous year. They were then very much misled by the anticipations they formed of the Civil Engineering College, and of the advantages that might be derived by joining the Law Department at the Presidency, and by running backwards and forwards from one Institution to another; and not finding what they anticipated, their minds became

unsettled, and many a promising scholar suffered great injury. This year, however, they are undeceived, and it may reasonably be expected that, at the next Annual Examination their performances may not be so severely animadverted upon as they were at the last.

2. Connected with these Annual Examinations, there is one circumstance which has much disheartened and given great dissatisfaction in the Colleges of this District, and that is the late cancelling of some of the Mathematical papers ; for though it has done no direct injury to any of them, it has relatively had the effect of lifting the Presidency College from the second position, which it ought properly to have occupied, and placing it in the first. The chief damage occasioned by this act has been against the reputation of the Scholarship Examinations, which it is absolutely necessary, if they are to be of any use at all, should be above suspicion ; and this, together with allowing the local authorities at different places to alter the questions given by the Examiners, and substitute others more suited to the reading of the Students, has much shaken all confidence in these tests. It further confirms an impression, that the Presidency College is to be maintained at the expense of those in the Mofussil, and that the latter are rather to assume the position of high Schools and serve as feeders to the former. If such be really the object, it is rapidly being effected, for already there are no third-year Students either in the Hooghly or Kishnaghur Colleges, and if there were, the Instructive Staff is not sufficiently strong to attend to them ; all the best Students are bribed and forced to the Presidency, not only from the Colleges, but from every Zillah School, by the offer of larger Scholarships, tenable only there ; and if finally the Examiners step into its rescue, it is trifling with Mofussil School Masters to delude them with the idea of competition.

3. I have every reason to believe the Zillah Schools are in a most satisfactory state, if an opinion may be formed from the regularity of attendance, the amount of schooling fees collected, and from the circumstance that five out of the six in this District, have succeeded in obtaining Junior Scholarships, which shows they are up to that standard they were intended to attain.

4. Of this Institution, I have already sent you a long and detailed Report, after examining during August the best students in it who had then been one year under tuition. It has in this Quarter supplied eleven Students, who have gone as Head Pundits to various Aided Vernacular Schools

Hooghly Normal School.

5. Many of these are doing very well, especially of those belonging to Baboos Joykissen and Rajkissen Mookerjee, of Ooterparah. From the numbers frequenting them, they seem to be appreciated at the villages where they have been established; and in some, not in the immediate vicinity of Calcutta, the course of study of the highest Class has nearly reached the standard fixed for the University Entrance Examination. I am sorry, however, at having to observe that the Managers of those Schools, which have received more liberal assistance from Government, are the least disposed to place any confidence in the Inspector, or permit him to have information of their proceedings and arrangements. I allude to such as the Jonye Training School, the Sulkea, and Islobamondlye Aided English Schools, whose Managers appear to reside in Calcutta, and are, I should think, of the class engaged as writers in the different Offices there.

6. During this Quarter, no Additional Vernacular Schools have received aid, and from four of those already existing, the Grants have been withdrawn; from two on account of mismanagement and neglect; from one on account of the bad

conduct of the Managers; and from another because of the continued ill-treatment on the part of the Manager towards a series of Pundits, and for the non-payment of their salaries. To such an extent has this Manager, himself a Pundit in the School of the Rajah of Burdwan, carried this practice, and so much does it prevail elsewhere, that to check it I have, as you are aware, commenced an action against him in the Magistrate's Court, where the case is still pending. In sending Pundits to these Schools, where the Managers have no relative or friend of their own for the post, the only stipulation they ever make is that he should know a little of English. Nine Stipendiary Students have been sent to the Bengalee Department of the Medical College, and eight more with free tickets; but they are nearly all residents in the Hooghly District, and within an easy distance from Calcutta as Vernacular Scholarship-holders. Four have been sent to the Maharajah's School at Burdwan.

List of Government and Aided Schools, under the Inspector of Schools, South Bengal.

DISTRICTS.	Colleges.	Zillah Schools.	Government Vernacular Schools.	Aided English Private Schools.	Aided Vernacular Private Schools.
Hooghly ...	1	1	0	15	41
Howrah ..	0	1	0	6	8
Burdwan ...	0	0	0	2	18
Nuddea ..	1	0	0	5	10
Bancoorah ...	0	1	2	5	11
Moorshedabad ...	1	0	2	0	2
Beerbhoom ...	0	1	1	0	1
Rajshye ...	0	1	0	0	1
Malda ...	0	0	2	0	0
Total ..	3	5	7	33	92

Statistical Return of Public Libraries for the Quarter ending 31st July 1857.

DISTRICTS.	No. of Persons using Library.	Amount of Subscriptions.	No. of Books borrowed.
		Rs. As. P.	
Hooghly ...	83	97 0 0	96
Kishnaghur ...	Not yet opened	.....	.....
Berhampore ...	69	173 0 0	349
Nattore ...	48	36 0 0	643
Bancoorah ...	40	191 10 0	133
Burdwan ...	116	126 5 7	315

Abstract Return of the number of Schools visited, and Miles travelled by each Deputy Inspector, during the Quarter ending 31st July 1857.

	No. of Schools visited.				No. of Miles travelled.			
	May.	June.	July.	Total.	May.	June.	July.	Total.
By Deputy Inspector of Hooghly ...	11	21	13	45	194	195	267	656
Ditto Nuddea ...	14	7	12	33	164½	65	106½	336
Ditto Burdwan ...	38	42	40	120	124½	151½	193	469
Ditto Bancoorah ...	15	20	16	51	92	98½	76	266½
Ditto Moorshedabad	23	13	18	54	112	94	102	308
Ditto Rajshye ...	4	6	6	16	94	147	100	341
Ditto Malda ...	6	9	9	24	137	115	150	402
Ditto Beerbhoom ...	13	10	16	39	26	84	154	264
Ditto Howrah ...	20	18	21	59	135	129	133	397

I have the honor to be,

SIR,

Your most obedient Servant,

E. LODGE,

Inspector of Schools, South Bengal.

No. 1857.

FROM

THE INSPECTOR OF SCHOOLS,

EAST BENGAL,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

FORT WILLIAM.

Dated 25th November 1857.

SIR,

I HAVE the honor to submit my Report for the Quarter ending 31st July 1857. When all things proceed much in the same way as usual, it is difficult, without repetition, to find matter for a Quarterly narrative. To avoid the sameness which would otherwise enter into my Report, I beg permission, on the present occasion, to reduce my narrative to small limits. In these troublous times, it is a happy event to be able to say " all's well." I use, however, the expression in a somewhat restricted sense. Things are as well as they ever have been, but not as they will be when we have well-trained Teachers to instruct the pupils of our Vernacular Schools. The students of my Dacca Normal School will not be ready for two years, and in the interval I must confine my attention to extension of the quantity rather than the improvement of the quality of Vernacular education.

2. Of the Dacca College and of the Zillah Schools in my District, I have nothing new to report. The Committees generally do their work well, and I am sure that the Zillah Schools would not flourish half so much as they do, if the ever present superintendence of a Local Committee were removed, and the central authority of an Inspector substituted in its

place. I prefer a large Committee also to a small one, or to the sole charge of one Officer at a Station. I need only compare Chittagong with Noakally and Akyab, to show the superiority of a large Committee to a small one, or to a single Officer. It will always happen that a single Officer has many other duties which he thinks more important, and which must be done. In fact I should like to see a Local Committee for the Barrackpore School. This Committee might consist of the Brigadier, the Executive Engineer, the Doctor, and some of the other Officers of the Station. The chief objection would perhaps be the frequent changes of the Committee; but this after all is not very serious.

3. The Grant-in-Aid Schools have not been increased in number during the Quarter; but applications for the establishment of thirteen Vernacular and five Anglo-Vernacular Schools have been recommended.

4. The statistical summary of my Division for the Quarter is as follows (exclusive of Calcutta) :—

1 College at Dacca.
1 Collegiate School at Dacca.
1 Normal School at Dacca.
1 Model School at Dacca.
12 Zillah Schools.
5 Government Vernacular Schools.
2 Superior Grant-in-Aid Schools.
33 Elementary Schools.
34 Intermediate Schools.
57 Gurumohashoy Schools taught by Pundits.

5. The work of Inspection has been carried out the same as usual, though the rains and floods and mighty rivers in Eastern Bengal render the work dangerous.

I have visited 17 Schools and the Deputy Inspectors 483.

The following is a tabular statement of the work done by the Deputy Inspectors:—

	Schools visited.	Miles travelled.	Books sold.	Price of books.	Remarks.
Deputy Inspector of Calcutta ..	44	458	....	.....	
24-Pergunnahs ..	173	1024½	500	93 12 0	
Jessore ..	15	352	.....	.....	
Pubna ..	33	799	251	38 8 6	* This includes
Furreedpore ..	85	965	754	140 12 0	the price of 11
Burrisaul ..	82	596	963	*430 7 0	maps, value 52
Dacca ..	51	577	1360	360 4 0	Rs. 12 As.
Total ..	483	4771½	3828	1063 11 6	

I have the honor to be,

SIR,

Your most obedient Servant,

H. WOODROW, M. A.,

Inspector of Schools.

No. 739.

FROM

THE INSPECTOR OF SCHOOLS,
NORTH-EAST BENGAL AND ASSAM,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,
FORT WILLIAM.

Gowhattee, 21st October 1857.

SIR,

I HAVE the honor to submit my Report for the Quarter ending with the 31st July last, which severe and protracted illness, I regret to say, prevented my drawing up on an earlier date.

Government English Schools.

2. The Government English Schools in the Division call for no special remarks. Owing to the wet season and the prevalence of sickness, the attendance has not been quite so good as in the previous Quarter; but on the whole there has not been much to complain of. The Masters have been able to attend to their duties without interruption, and their pupils have made very fair progress.

Aided English Schools.

3. The English Schools in the Division aided by Government are the Schools at Gowalparah and Serajgunge. The pupils of the Gowalparah School have continued to make steady and creditable progress during the Quarter, while the School at Serajgunge, under the exertions of the Local Committee and their zealous Secretary, Mr. Barry, bids fair to become a very important Institution.

Private English Schools.

4. There are two Schools that come under this denomination in the District of Sylhet, under the superintendence of the Revd. Mr. Pryse. They have both been well attended during the Quarter, and the Reports received regarding the progress of the pupils have been very satisfactory. The Zemindari School at Rungpore has had considerable attention bestowed on it by the Deputy Inspector of the District, Baboo Horokali Mookerjee, and the results have been highly beneficial to the interests of this very useful Institution.

Anglo-Vernacular or Intermediate Schools.

5. The Anglo-Vernacular Schools, or those of the intermediate class between the English and the Vernacular Schools, are those that have sprung up from a desire among the people for instruction in English. There are now *eighteen* Schools of this class in the Division, only four of which have received aid from Government, though almost all of them have sent in applications

for pecuniary assistance. They appear to be making steady progress, and are pretty well appreciated; but they have all suffered more or less for want of the Government Grant-in-Aid, which has not yet been conceded to them, and which has proved a source of great discouragement to the proprietors.

Government Vernacular Schools.

6. The Vernacular Schools in the Division, I am happy to report, have been generally well attended. The Government Village Schools in Assam have, as usual, had many disadvantages to contend with owing to the rainy season ; but on the whole they have made fair progress. The Government Model Schools in Dinagepore, Rungpore, and Bograh, under the zealous superintendence of the Deputy Inspectors in those Districts, have been efficiently conducted ; the Teachers have been attentive to their duties, and their pupils have been diligent and anxious to improve.

Vernacular Schools aided by Government.

7. The Aided Vernacular Schools have, with only one exception, done well during the Quarter, and have had the advantage of careful supervision. One of them, in the District of Rungpore, was very much neglected by those who had pledged themselves to watch over the interests of the School, and as warnings had no effect, the Government Grant was withdrawn.

Indigenous Vernacular Schools.

8. Two Schools in the District of Rungpore, I regret to say, have been closed during the Quarter, owing to the disappointment felt by the proprietors in not having received a Grant-in-Aid from Government. But five new ones have been opened in other parts of the District, and these, with others previously established, have been well attended. The Schools in the Districts of Mymensingh and Sylhet have also continued to make steady progress, though their number has not increased. But if applications submitted from these Districts for Grants-in-

Aid be complied with, we may expect others will be established, while all will have a greater degree of permanency attached to them. The people in this part of Bengal are exceedingly ignorant, and the Deputy Inspectors have need to use all their eloquence to persuade them that the establishment of Schools will be for the advantage of their children; and even when they do yield to persuasion, they are still suspicious of the motives that led to their being so advised. Where there is so much distrust, therefore, there is the greater necessity that efforts should be made to encourage the people and to assist them in carrying out their feeble endeavours, else we must not be surprised to find all their good resolutions vanish, and suspicion and distrust taking more firm root in their minds.

9. The Deputy Inspectors, I am happy to report, have all continued to perform their laborious duties very satisfactorily during the Quarter under report.

I have the honor to be,
SIR,
Your most obedient Servant,
WM. ROBINSON,
Inspector of Schools, N. E. Bengal and Assam.

No. 506.

FROM
THE INSPECTOR OF SCHOOLS, S. W. BENGAL,
To
THE DIRECTOR OF PUBLIC INSTRUCTION.

Cuttack, the 19th January 1858.

SIR,

IN accordance with the directions contained in your Circulars, Nos. 969 to 972, dated the 12th May 1856, I have the honor to submit my Report for the Quarter ending the 31st October last.

2. The Zillah Schools, during the short time they were open in this Quarter, went on with their usual steadiness, and I am convinced that the efficient state in which most of them are, is mainly owing to their being placed under the superintendence of Local Committees, which, although some of their Members be not familiar with the practical working of a School, control both Masters and Pupils, and are a powerful lever in rendering education popular among the inhabitants.

Progress of the Zillah Schools.

3. The progress of the Midnapore and Cuttack Schools is highly satisfactory, and the Pooree School, although dating only from the end of 1853, begins to compete with them, as it has already gained two Junior Scholarships. Of the Balasore School, established in November 1854, it can hardly be expected that it should have attained the standard of a Zillah School, for which six years are required, especially as it labors under the disadvantage of an incomplete instructive staff, there being only four Masters for eight Classes; but from the zeal of Dr. Mantell, its Secretary, I am confident that it will soon get into a prosperous condition.

Midnapore, Cuttack and Pooree Schools.

Balasore School.

4. I had a correspondence with the Secretary to the Cuttack School on the subject of raising it to a First Degree School, as recommended in the Report of the Committee for the Improvement of Schools. The plan, for which I requested the co-operation of the Committee, was based upon your view, that the extra expenditure necessary for a First Degree School should be defrayed rather from a reduction of the establishment than from the surplus fees of the Zillah Schools affiliated to it.

Plan for raising the Cuttack School to a First Grade Zillah School.

5. During the Quarter, the Report of the Committee for the Improvement of Schools has been published, which is distinguished by a series of able and practical suggestions. There must be, of course, a diversity of opinion as to the practicability or expediency of some of the proposed measures; but as a whole, they will, no doubt, if adopted, be eminently conducive to raising the Schools, English as well as Vernacular, to a higher standard.

Report of the Committee for the Improvement of Schools.

6. In one important point, however, I find I disagree with the views of the Committee, *viz.*—in the course of study proposed for the First Degree Zillah Schools, which, in my opinion, embraces too many branches of Natural Science, as Vegetable Physiology, Botany and Physiology, Zoology and Natural Philosophy, independent of the Lectures of Agricultural Chemistry. In a School the study of so many subjects, with their immense detail of facts, is only calculated to overburden the mind, and to add to the system of cramming already too prevalent in our Schools; it does not make the pupils thoroughly acquainted with those Sciences, but gives them merely a superficial knowledge of them. Those Sciences require more thought, observation and experiments than can be bestowed on them in Schools, and ought, therefore, to be left to the University. A Student, on the completion of his course in a Zillah School and on entering the University, should be able to dedicate himself with facility to any of the professional studies, to Scientific or Literary pursuits; and for this purpose the usual course of a School in Languages, Mathematics, History and Geography, Natural History and the Outlines of Natural Philosophy, is sufficient. Instead of dividing the attention of the pupils by so many subjects which are offered to them as the result of the observation of others, and therefore do not stimulate the faculties of their own minds, it would be rather advisable to teach one or

Course of study for the First Grade Zillah Schools.

two more languages. The study of languages, by the attention given to each word of a sentence, its root and derivatives, its grammatical value and structure, its meaning, literal and metaphorical, as well as that which it may have according to the intention of the author, and further, the attention given to the thoughts conveyed by the words, their truth, force and beauty, and to the harmony between the thoughts and their expression in words, &c., exercises and developes gradually all the faculties of the mind, and creates a facility to apply them to other objects of observation and thought. In Europe, beside the language of the country, Latin, Greek, and generally one or two modern languages are taught in a School preparing for a University course, and therefore the study of one language more cannot be too great a task for a School of the same kind in India. I would propose Latin as forming the link between ancient and modern Literature were native education further advanced than it is at present; but, at any rate, Sanscrit ought to be introduced into the two first Classes of the Senior Department of Zillah Schools. Independently of being the learned language of India, it is the basis of the improvement of the Vernacular languages. Every one, therefore, who is to receive the highest education available in this Country, should at least learn the elements of Sanscrit, and by the creation of a Sanscrit Professorship at the University of Calcutta, be placed in a position to continue and consummate this study. Two years are sufficient for acquiring an elementary knowledge of Sanscrit, and as to the books to be used for that object, I would propose the Introduction into Sanscrit Grammar and the Sanscrit Readers by Pundit Iswar Chunder Vidyasagar. The pupils would thereby gain a thorough knowledge of their own language, and in after life have at their command an inexhaustible source for rendering the technical terms of European Science into their native languages.

7. Several of the improvements suggested in the Report of the Committee, and pointed out in your letter, No. 1062½, Paras. 2 and 3, *viz.*, 1*st*, the practice of holding periodical Examinations during the term referred to in Paras. 55 and 56 of the Report, 2*nd*, the system of "marks," proposed in Para. 57, and 3*rd*, the preparation of analyses or abstracts, Paras. 58 and 59, have been introduced into the Schools of Midnapore, Balasore, Cuttack, and Pooree, and several others will be adopted as soon as practicable.

Reforms introduced into the Zillah Schools in accordance with the suggestions of the Committee for the Improvement of Schools.

8. The two Anglo-Vernacular Schools at Tumlook and Contai, in the District of Midnapore, are improving, and I trust they will soon be able to compete for the Scholarships granted to them by Government on the 27th August 1857.

Anglo-Vernacular Schools in Midnapore.

9. The number of Vernacular Schools aided by Government in that District has decreased by one. I was obliged to close the School at Muraru Culna, the Managers refusing to pay, in accordance with their engagement, part of the salary of the Pundit. One application only from the inhabitants of Hayrah for a Grant-in-Aid was received during the Quarter.

Vernacular Education in Midnapore. Closing of the School at Muraru Culna.

Application for Grant-in-Aid from the inhabitants of Hayrah.

10. I am glad to state that the Schools are in a state of efficiency, and seem to have met with favor on the part of the inhabitants; the attendance has been satisfactory, the pupils are progressing in their studies, and the Teachers have performed their duties creditably.

Progress of the Vernacular Schools.

11. The Deputy Inspector has succeeded in persuading several Gurumohashoys to introduce our books into their Schools under the promise that they are to receive a reward for each boy com-

Gurumohashoy's Schools.

ing up to a certain standard. Many more would have adopted our course of instruction had there been a sufficient supply of School-books; but the parents of the boys are unwilling to bear any expense for books, and if Government were to provide them gratuitously, the expense would amount to a considerable sum. I intend, however, to provide, in some measure, for this exigency by giving to some of the Gurumohashoys' Schools, books bought out of the surplus of the sum of Rs. 37½ per mensem, to be expended for Rewards and Prizes to Teachers and Pupils of Vernacular and Indigenous Schools.

Appointment of Deputy Inspectors for the Districts of Cuttack, Pooree, and Balasore.

12. Three Deputy Inspectors,—Babu Rakhal Doss Holdar, Pundit Kailaschunder Tarkalanker, and Babu Horokali Mookerjea,—were appointed for the Districts of Cuttack, Poòree, and Balasore. The two latter were in the Education Department before. Babu Horokali Mookerjea held the situation of Deputy Inspector of the first Grade for the District of Rungpore under Mr. Inspector Robinson, who permitted him, on account of his health, to exchange his post for the Deputy Inspectorship of Balasore. Pundit Kailaschunder has been for several years Head Master of the Kishnaghur Bengali Model School. All three were educated in Bengal, and although, *cœteris paribus*, I should have given the preference to Natives of Orissa, I did not, in time, receive applications from there, and it would have been difficult to obtain in that Province persons qualified for the duties of such an appointment. Moreover, for one well acquainted with the Bengali, it is easy to learn in a short time Ooryah, as the words and grammatical structure of the sentences are almost the same in both languages, and a Bengali Deputy Inspector has the great advantage of being familiar with Bengali Literature, which, for a long time, will be the main source for the supply of Ooryah School-books. Babu Rakhal Doss Holdar joined his appointment on the 27th August, and Pundit Kailaschunder on the 14th October last.

13. Cuttack had not yet been included in the series of operations for the improvement of Vernacular Education. Besides the three, Zillah Schools in Balasore, Cuttc k and Pooree, there are only four Vernacular Schools supported by Government, which have been, however, all along in a state of decline.

Improvement of Vernacular Education in Orissa.

14. There are, according to a Statement which I received from the Collectors of Cuttack, Pooree and Balasore, through Mr. Cockburn, the Commissioner of Cuttack, 3,682 Indigenous Schools, attended by 28,495 pupils, as per margin, for a population amounting to upwards of 2½ Millions;* but the instruction is of the most primitive kind, and few, if any, of the Teachers are able to render any assistance in improving education.

Indigenous Schools in Orissa.

Schools.	Number of Schools.	Number of Pupils.
Cuttack.		
Ooryah ..	1,968	15,016
Persian ..	20	141
Persian and Ooryah ..	21	200
Ooryah and Bengali ..	7	48
Ooryah, Bengali and Persian	3	30
Bengali ..	2	30
Telongah ..	5	80
Total ..	2,026	15,545
Balasore.		
Ooryah ..	481	5,312
Ooryah and Persian ..	28	229
Bengali ..	1	1
Total ..	510	5,542
Pooree.		
Ooryah ..	1,176	7,416
	3,712	28,403

15. The most important measures for raising education in Orissa are the preparation of School-books and the training of Teachers competent to teach our course of study in the Schools to be established.

Preparation of Vernacular School-books and training of Teachers.

* This is the number of the Ooryah population in Cuttack, besides them there are two millions in the Tributary Mehals, and half a million in Ganjam who speak the Ooryah language

16. The plan was discussed to introduce into the Schools of Cuttack the Bengali instead of the Ooryah, which, on account of the close affinity of both languages, and the sucess which resulted from the experiment of substituting the Bengali for the Assamese in the Vernacular Schools of that Province, appeared by no means unattainable. However, the Ooryah having been adopted in the Courts, and the people of Cuttack showing an insuperable antipathy to the Bengali, this project was abandoned.

Project to introduce the Bengali into the Vernacular Schools of Orissa.

A number of Ooryah School-books were previously printed, few of them, however, well adapted for the use of Schools, and nearly all out of print. Under these circumstances, it would have been advisable to prepare a new set of School-books; but an undertaking of this kind would have required a considerable time, and the demand for them was urgent. When I was, therefore, informed that Mr. Macdonald, Inspector of Schools of the Northern Circars, was reprinting several Ooryah Class-books as per margin, at the Mission Press of Cuttack, I, recommended that Government should avail themselves of this opportunity to have a number of copies of the Works referred to struck off for the use of the Vernacular Schools of Orissa. This proposal was partially agreed to by Government, sanctioning the reprinting of 1000 copies of each of the Ooryah School-books named in the margin, at the expense of Rupees 757.

Ooryah School-books.

1. Elements of Natural Philosophy.
2. History of Orissa.
3. Vernacular Class-book Reader.
4. Arithmetic and Mensuration.
5. Grammar.
6. Nitikotha.
7. Hitopodesh.

Vernacular Class-book Reader.
Arithmetic and Mensuration.
* Nitikotha.

17. The mode of training competent Teachers for Orissa has long occupied my thoughts. The Abodhans, a term denoting the same as Gurumohashoys, are far inferior

Training of Teachers of the Vernacular Schools of Orissa.

in knowledge to their colleagues in Bengal, and even more riveted to prejudices and superstitions. To employ them, without long continued previous training, is quite out of the question, and as pupils of the Hooghly and Calcutta Normal Schools, unacquainted with the Ooryah language, can be of no use in Cuttack, a School of this kind is urgently required. Under the pressure of the present circumstances, however, being unwilling to apply for the establishment of an Institution like those at Hooghly, Calcutta, and Dacca, whose monthly expenditure is upwards of Rupees 600, I proposed a Model School to be established at Cuttack, with a Normal Class attached to it, at a cost of Rupees 163 per mensem only. Even this expenditure could not at that time be granted. I hope, however, the time will not be distant when I may be permitted to carry out my plan, as without training the Abodhans, or a sufficient number of other pupils, all measures for Vernacular Education are perfectly useless, no qualified Teachers being at present procurable.

Proposal for the establishment of a Normal Class.

18. I received during the Quarter four applications for Grants in-Aid from the District of Cuttack, *viz.*, two through Mr. Cockburn for Domeparah, an estate of the minor Rajah of Domeparah, whose father had kept, at his own expense, two Schools for the tenants of his estate ; and the second for Puttamoondy,—this being the first application for Grants-in-Aid submitted by the people of Orissa. The inhabitants of the latter place, in anticipation of aid from Government, have opened the School with the assistance of Mr. Cockburn, who liberally agreed to advance half of the expenses until the sanction of Government be obtained.

Applications for Grants-in-Aid received from the people of Cuttack.

The other two applications were made by the inhabitants of Kanyapal and Jajpore. None, however, I was able to submit

to Government, as information on several points required by the Grant-in-Aid Rules had not been supplied.

Examination of the Government Vernacular Schools of Kendraparah and Mohasingpore by the Deputy Inspector.

19. The Government Vernacular Schools at Kendraparah and Mohasingpore, as well as the School at Puttamoondy, referred to in the preceding para., were visited by the Deputy Inspector. He did not find them in a very efficient state, the division into classes being only nominal, and the progress of the pupils in most branches of their studies being in no proportion to the length of time the two first Schools have been in existence.

Qualifications of the Pundits of those Schools.

The Pundits of the Government Schools are unquestionably much superior to the Abodhans, but are neither trained in teaching, nor have they, until lately, paid sufficient attention to the subjects in which they have to instruct.

Causes of the inefficiency of those Schools.

20. The chief causes of the declining condition of those Schools have been the want of a systematic course of study and the absence of regular inspection. To improve them I have established Local Committees, introduced a course of study which, though far from perfect in want of good School-books, embraces at least the outlines of a progressive study, and placed them under regular superintendence. A set of preliminary rules for the guidance of the Local Committees, the instruction of Teachers, and the order and discipline of the Schools, has been prepared by me and introduced into the Schools. Beside this, an annual Examination, and dependent on its result, the gift of rewards to the most proficient pupils, will, it is to be hoped, encourage as well Teachers and Pupils, and create some interest in education among the parents.

State of the Indigenous Schools.

21. The Chatsalis, or Indigenous Schools, under the management of Abodhans, are in the most wretched condition. The pupils

learn Writing and Reading, and sometimes little Arithmetic. The Abodhans are exceedingly ignorant, and many of them can hardly read themselves. Being despised by the people, and having chosen their profession only in want of a more profitable one, their wages averaging from 2 to 6 Rupees, it is not to be expected that they should care much for the improvement of the boys.

Examination of the Government Vernacular School at Khordah by Pundit Kailaschunder Tarkalanker.

22. Pundit Kailaschunder Tarkalanker, who had only lately joined his appointment, visited the Government Vernacular School at Khordah, one of the 101 Schools established under Lord Hardinge. The pupils, twenty-three in number, are divided into four classes, and the subjects of their study are the Hitopodesh, Mr. Lacey's Grammar, Geography and Arithmetic, the instruction being imparted in the Ooryah language. The examination was very unsatisfactory, the boys failing almost in every subject. The explanation of the Pundit of the School was that from fear of Cholera the attendance had considerably fallen off, and that at the same time the people did not care much for education. The Deputy Inspector convened a meeting of the inhabitants for the purpose of establishing a Local Committee. They all declared their willingness to exert themselves for the welfare of the School, and were desirous that besides Ooryah the Bengali should also be taught.

Education how appreciated by the people.

23. The apathy of the inhabitants to education is extreme, excepting those descended from Bengali parents. Ignorant themselves, they do not value any education beyond a little Reading and Writing. They look with suspicion upon the measures of Government for the improvement of education, and are of opinion that it is not the welfare of the people which Govern-

Their prejudices with regard to the measures of Government.

ment has in view, but their own interests; nor can they be persuaded that the pupils of Government Schools will meet with success in after life, alleging that out of thirty students who hold certificates of proficiency, no more than two have obtained situations under Government, and that on the occurrence of vacancies, preference had been given to Candidates who had no education whatever. This assertion, however, appears exaggerated, and I will take the earliest opportunity of ascertaining whether it is based on fact or not. Under these circumstances has the reception of the Deputy Inspectors by the inhabitants not been favorable, and even intelligent persons hesitated to give them information on the condition of the people with regard to education.

Reception of the Deputy Inspectors by the inhabitants.

24. It will be certainly a difficult task to inspire the inhabitants, apathetic, selfish, and ignorant as they are, with a desire for a sound education and with the willingness to make any pecuniary sacrifice on its account, and it seems advisable that Government, instead of Grant-in-Aid Schools, establish here and there Model Schools in those parts of the country where the people are incapable of appreciating the benefits of the voluntary principle.

Establishment of Model Schools.

25. At the request of Mr. Woodrow I took a share in the Examination of the Presidency and Metropolitan Colleges, and of the Hindu Schools by conducting the Examination in Bengali. The result was less favorable than I had anticipated, Grammar and Composition having been little cultivated. I had occasion to observe the unfitness of several of the Bengali Works introduced as Class-books; they are not calculated to improve the style of Composition, and are injurious to the morals of

Examination of the Presidency and Metropolitan Colleges, and the Hindu School.

the Students. A revision of the Bengali Class-books read in those Institutions would be desirable.

Assistance received from Mr. Cockburn, Commissioner of Cuttack, and Mr. Lacey, Deputy Commissioner of Cuttack.

26. I have much pleasure in noticing the active and valuable assistance which Mr. Cockburn, Commissioner of Cuttack, and Mr. Lacey, Deputy Commissioner, afforded me on every occasion that offered. Mr. Cockburn has always taken a prominent part in the promotion of education, and his endeavours to secure for the Province of Cuttack the blessings of improved education have been unceasing. Mr. Lacey I found ever ready to supply me with information on the District, and to give me the advantage of his minute knowledge of Ooryah literature.

Baboo Biswambhur Vidyabhusan, Moonsiff of Jajpore, and Baboo Sibprosad Singh, Moonsiff of Kendraparah.

The Deputy Inspector of Cuttack has brought to my notice the active interest shown by Baboo Biswambhur Vidyabhusan, Moonsiff of Jajpore, and Baboo Sibprosad Singh, Moonsiff of Kendraparah, in the spreading of education among the people.

Sale of books in Midnapore on account of the Calcutta School Book Society.

27. The sale of Bengali and English books effected by the Deputy Inspector of Midnapore as Agent of the Calcutta School Book Society, is increasing. During the year, 1190 books have been sold, and from the abstract given in the margin, it appears that in the last six months the number of books sold was nearly double the amount of the first six months. This number is by no means large for so populous a District as Midnapore, yet it is a fair commencement, and there were, moreover, according to the statement

Oct. 56 to March 57,	400 books,	Rs. 139	1 9
April to October 57,	789 books,	Rs. 115	13 9
	1189		254 15 6

of the Deputy Inspector, several obstacles to the efficiency of the Agency, among which he mentions chiefly the want of a full and timely supply on the part of the School Book Society of the books indented for, and the difficulty to find trustworthy Sub-Agents of the Society in the Mofussil. This latter obstacle will be gradually removed in proportion as the number of Aided Schools increases, whose Pundits generally become Sub-Agents of the Society.

Subscriptions to the *Calcutta Education Gazette.*

28. The number of Subscribers to the *Education Gazette* is promising; on the list of the Deputy Inspector are 36, and he has reason to believe that there are 13 more not entered in his list

Schools visited and miles travelled by the Deputy Inspectors.

29. The Deputy Inspectors have visited 115 Schools, and travelled 443 miles, as per margin. I myself was prevented, on account of the unsettled state of the country, from seeing my Division before the end of October.

	Schools visited.	Miles travelled.
Deputy Inspector of Midnapore	60	214¾
„ „ „ Cuttack ..	48	177
„ „ „ Pooree ..	7	51¼
Total	115	443

I have the honor to be,

SIR,

Your most obedient Servant,

E. ROER,

Inspector of Schools, S. W. Bengal.

No. 191.

FROM

THE SPECIAL INSPECTOR OF SCHOOLS,
SOUTH BENGAL,

To

H. WOODROW, ESQ., M. A.,
Officiating Director of Public Instruction.

Fort William, 19th December 1857.

SIR,

I HAVE the honor to submit the following brief narrative of my proceedings during the Quarter ending 31st October last.

2. The Model Schools having now been in working order for some time past, there is not much to be said about them. They continue to manifest steady progress, and the inhabitants of the Mofussil generally have begun to appreciate the benefits of the education imparted in them.

3. Three of the Model Schools noted in the margin not having flourished as expected, the sanction of the Director was obtained for their removal to other suitable localities. The first two have accordingly since been transferred to Sreekissenpore in Burdwan and Dandipore in Hooghly, and search is being made for a suitable place for transferring the last, the village selected for that purpose having been objected to by the Inspector of Schools, South-West Bengal.

Khandghosh in Burdwan.
Kheerpoy in Hooghly.
Maluncha in Midnapore.

4. Great inconvenience is felt for want of Class-books of a higher order. In accordance with the plan originally laid down for the Model Schools, books on Geography, History, Mathematics, &c., were under active preparation. But the Director of Public Instruction having appointed a Committee for the Improvement of Schools, they have proposed a different

Vernacular course, and as no orders finally settling the course have yet been passed, the Compilers of the books referred to are not making the same progress as before, being uncertain as to whether their books would be required or not.

5. Two Female Schools have been opened during the Quarter at Koolingram in the District of Burdwan, and Barool in the District of Hooghly. In my Report of the previous Quarter I noticed the establishment of the first two Female Schools in my Division, and since the expiration of the last Quarter seven more Schools have been opened. Thus it appears that the great aversion formerly felt by the natives towards the education of their female children is gradually dying away, and that with some trouble and a little tact female education may be crowned with success.

6. Of the two Schools established during the Quarter the one at Koolingram is a very important one. The inhabitants of this village are, for the most part, respectable men, and they send their female children to the School. Immediately after the opening of the School, a portion of the inhabitants showed hostile feelings towards it, and the Institution suffered a little in consequence; but through the laudable exertions of Baboos Brojokishore Mittre and Sreeram Bose, and of Baboo Koylash Chundra Mittre in particular, it has regained its former footing, and under the direct and sole management of the latter gentleman is in a flourishing condition.

7. While upon this subject I feel it my duty to bring to prominent notice the laudable zeal of Baboo Nobogopal Mozoomdar, of Jowgong, in the cause of female education. It was through his exertions that the first School was opened in my Division in his village, and he has ever since been indefatigable in his efforts to promote the cause in his part of the country.

8. The Normal School numbered 77 pupils on its Rolls at the close of the Quarter. There were many qualified for employment; but in consequence of a paucity in the demand for Teachers, only five got appointments during the Quarter.

The Sub-Inspectors have, as usual, been engaged in visiting the Schools within their respective beats, and have afforded satisfaction by their diligence and attention.

I have the honor to be,

SIR,

Your most obedient Servant,

ESHWAR CHUNDRA SHARMA,

Special Inspector of Schools, South Bengal.

No. 68.

REPORT OF THE INSPECTOR OF SCHOOLS, SOUTH BENGAL, FOR THE QUARTER ENDING 31ST OCTOBER 1857.

Colleges.

Anglo-Persian Department, Hooghly.

HAVING observed, for several months, that the Anglo-Persian Department of this College did not appear to be doing much, and that the number of students were gradually decreasing, I visited it on the 22nd October, and gave a slight examination to each Class, when I ascertained as follows.

Class.	Present.	On the Rolls 22nd October 1857.	On the Rolls 1st January 1857.
1	2	2	4

Each of these students is about 19 years of age. They worked a sum in the Double Rule of Three, but were ignorant of Notation. They read nicely,

and explained a little of Prose Reader No 5, but knew nothing about the Geography of Italy, to which the reading lesson referred.

Four of these are about 16 years old, and the other, a brother of their Teacher, may be 11. They could read a little of Poetical Reader No. 2, but could not explain the meaning of the language, and they could write very fairly from dictation.

Class	Present.	On the Rolls 22nd October.	On the Rolls 1st January.
2	5	5	12

None of these could read a line of Poetical Reader No. 1, or explain, or indeed understand in English. They could not discover how many minutes there are in January, nor did they know the day of the month, nor could they find even when given the Class Register to assist them. One, about 24 years of age, came from the Arabic Department a couple of years ago, and he could not find page 17 in his book.

Class.	Present.	On the Rolls 22nd October.	On the Rolls 1st January
3	4	7	11

The oldest of these is about 17, the youngest perhaps about 11. Some could, and some could not read Prose Reader No. 2. One could partly write the names of the English months on a slate, and three did work a sum in Long Division. The worst in attendance is the son of the Drawing Master

Class.	Present.	On the Rolls 22nd October.	On the Rolls 1st January
4	9	11	12

Class.	Present.	On the Rolls 22nd October.	On the Rolls 1st January.
A 5	5	6	10

These boys have read a few pages of 1st Prose Reader, but one could not attempt to read.

Class.	Present.	On the Rolls 22nd October.	On the Rolls 1st January.
B 5	10	11	24

A very nice-looking set of little boys, and four of them read as well as any Hindus of the same age.

	Present.	On the Rolls 22nd October.	On the Rolls 1st January.
Total	35	42	75

With the exception of two, who each pay one Rupee a month as a Schooling Fee, the whole of these 35 boys who were in attendance are free students.

I can discover no cause in the Department itself to account for the few boys who attend it, and for the steady decrease in numbers since January last, which, if it continues, will, in a year more, leave about an equal amount of pupils and masters. The Head English Teacher is a Mahomedan, and two others under him are Hindus of the same stamp as those receiving equal salaries in other Schools, whilst there are besides three Moulvies to instruct them in Persian.

Kishnaghur College.

On every occasion of my visiting this College, I found the Classes in excellent order, and good discipline prevailing throughout, yet I think quite as much discipline as is necessary might be preserved without sacrificing so much of the time of the Principal and Head Master to the injury of the instructive force. The Principal teaches for two hours daily, and the Head Master for one hour and a half only, though in conse-

quence of the absence of Mr. Clermont the latter had something more to do in looking after his Class.

Hooghly Branch School.

Whenever I have inspected this School, the Masters have been in attendance, the Class-rooms well filled with pupils, and work progressing as it should do. It has struck me, however, not only here, but that in all other superior English Schools of this description, the subjects selected for the Junior Scholarship Examination, and which compose the studies of the first Classes, are exceedingly difficult, not only to the Pupils, but to the Masters. In the eight such Schools of this Division, there is only one European or Christian Teacher, whilst every other Master is a Hindu, who has been educated either in some Government or Missionary Institution, where such subjects as Cowper's Task and Southey's Life of Nelson have never been taught, consequently they have to give instruction in an entirely different line of English reading to what they have ever been accustomed. Should they succeed in bringing their pupils up to the standard required by the Examiners in Calcutta, they will deserve great credit, and their doing so will be some answer to those who have got by rote the cry of our education system being a "cram system."

Puruliah Zillah School.

During this Quarter, the Puruliah School has hardly been in operation. Early in August the pupils began to leave it, and before the close of that month, the Masters, too, were obliged to fly from the place in consequence of the disturbed state of the District. On their return in September, so few boys were present, and the Doorgah Poojah vacation so near, that it was again closed till the 2nd November, when it was to re-open. To the School building itself but little injury was done during the riots; but the library, the registers, chairs, benches, &c., were, with little exception, entirely destroyed.

Bancoorah Zillah School.

At Bancoorah most of the pupils left the Sudder Station early in September, and some before the commencement of the long vacation; but the Masters remained at their posts, and though little work was done in the way of study, yet the School was not closed for a single day.

Beerbhoom Zillah School.

This School was closed by the Local Committee the same length of time that the Courts were shut for the Dusserah holidays, being for a few days in excess of those allowed in the Education Department. I am not aware of any other Government or private School connected with this Office having been closed or in any way affected, during this Quarter, by the disturbances aroundthem.

Ooterparah Zillah School.

In August you were pleased to approve of Babu Bijoykissen Mookerjee being appointed Secretary to the Local Committee at Ooterparah, and since then I have had many communications from him, which indicate that they are taking a warm interest in the welfare of the School. This information may seem superfluous to those who know that Babu Joykissen Mookerjee is the chief member of this Committee, whose liberality in establishing Schools in all parts of the Hooghly District, and whose generous support to this School in particular, has been so often recognized.

Normal School, Hooghly.

I beg here to insert my Report on this Institution, which will be found in your Office, No. 1056, dated 15th September 1857 :—

The Normal Vernacular School at Hooghly having been in existence exactly one year on the 18th of last month, I thought it a favorable opportunity for examining the more advanced students, for the purpose of forming some opinion of their actual amount of knowledge, and of the probability of their following with success a second year's course of study.

2. I consequently, with your permission, availed myself of the services of Baboo Omeshchunder Dutt, one of the Masters of the Kishnaghur Col-

lege, who set a few questions in Bengali Literature from the books they had read, and translated my questions into Bengali on other subjects. He also has translated into English the replies of the two best students in each branch.

3. The number examined was fifteen, who attended for three days at the Hooghly College, and during that time I was surprised to find that one-half of them had some knowledge of English, that is, they always asked for pens or paper, permission to go out, when they should again be in attendance, how much more time was allowed, and such kind of easy questions in English, and understood the replies in the same language.

4. The majority of the students, as I am informed by the Superintendent of the Normal School, are of the Village Pundit Class, and not persons belonging to that of the Gurumohashoys, as stated in page 36 of the Report "for the Improvement of Schools," and before being admitted into this Institution, they had read something of Sanskrit, and had some acquaintance of Arithmetic.

5. The following is a list of the subjects studied during the twelve months under review :—

LANGUAGE.
- Charu Path, Part I.
- Nity Bodha.
- History of Bengal (as in Vidyasagur's text).
- Kadambarie.
- Jibun Charita.
- Bahya Bastie.
- Pashabolly (as in the Bengalee text).
- Bengali Grammar, and Composition.

GEOGRAPHY.
- Use of the Terrestrial Globe.
- Asia, Europe, India.
- Outlines of Africa and America.
- Races, Religions, and Governments.
- Chief productions.

Science.

Arithmetic.
- Mensuration.

General properties of Matter.
- Motion.
- The Mechanical Powers.
- The Centre of Gravity.
- Water, its Chemical composition and Physical properties.
- Specific Gravity (easy Problems)
- Air, its Chemical composition and Physical properties.
- The Barometer, the Air Pump.
- Heat, Dew, Rain.
- Light, its spread, reflection, refraction.
- Color, Rainbow.
- The Tides, the Seasons.
- Principal Bones of the Human Skeleton.
- Digestion, Circulation.
- The Brain, the Eye.

6. The Superintendent, in forwarding this list, writes:—"Permit me to observe, that the scientific course mentioned in the memo. has been taught *very generally and popularly*, more with the view of enlarging the minds, elevating the conceptions, and breaking down many of the narrow prejudices of the pupils, than for administering such mental discipline as strict mathematical investigations alone can give."

7. Any one glancing over the above list, and bearing in mind that it is the first year's course of study to Bengali villagers between 17 and 30 years of age, must see at once that a mass of facts have been put into the mouths of these students, and that it is impossible they can have been convinced of the truth of these facts by any process of reasoning; and this I found was the case, for to my questions their Teacher replied:—"In Science we use no class-books; the students are told, if a line be drawn from this angle to that point, and another line from this place to that place, where these two lines cut is the centre of gravity of the body: if a stone drops from the hand, it will fall through 16 feet the first second, 48 feet the second, and so on."

* * * * *

8. After examining the replies of these normal students, I could not avoid being impressed with the idea that most of them understood English much more than was generally supposed, and their answers in Arithmetic and Geography especially showed they had received some English training. Consequently, on the 12th of September, I sent for the first eight on the above list, and had a little conversation with each, when I ascertained the following:—

Ramgopal Bidyanto.—Speaks English very well; was for more than two years in Mr. Hassel's Mission School at Santipore, and afterwards in Dr. Duff's School in Calcutta.

Denonath Roy.—Absent; but the others say he does know a little English.

Nityanando Gosain.—Learned Sanskrit in the Mission School at Santipore for some time, and has a very imperfect knowledge of English

Denonath Mookerjee.—Speaks English very well; was for some years a student of the Hooghly College, and was in the Senior Department when he left it, which he said he did on account of the death of his father occasioning him to be placed in reduced circumstances.

Dwarkynath Mookerjee.—Absent; is the son of a Pundit who teaches Sanskrit in the Nuddea District.

Indrocoomar Chatterjee.—Speaks English very well; was educated in the Midnapore Government School, and afterwards in the Hooghly Branch School, from the Second Class of which, on account of poverty, he went to the Normal School.

Kedarnath Bhuttacharjee.—Has read Sanskrit for some years at a village opposite to Hooghly, called Halishur, where his father is a Sanskrit Pundit. Seems very intelligent.

Callychurn Goopto.—Speaks English very well, for he studied it for six years in the Hooghly Branch School, and discontinued doing so on account of his father's death.

In short, Nos. 1, 4, 6 and 8 could have passed the Examination in English as well as in Bengalee. I think this will be sufficient to show that the remarks of the School Improvement Committee at page 36 have been founded on imperfect information, and that there is material here to form superior Vernacular Teachers for intermediate Schools.

9. I may here also remark that these young Pundits have a general impression—and which I have not the slightest doubt is a correct one—that the Managers of Aided Schools will not have them at all, or will make their appointments too uncomfortable for them to hold, unless they are acquainted with English. Since May last ten students from the Normal School have received appointments, and been sent as Head Pundits to different Aided Vernacular Schools, and of these, I regret to say, two have disappeared from their posts without assigning any reason to this Office, nor have I yet ascertained the cause from the respective Managers, who indeed, in neither case, have noticed the circumstance. There are remaining 55 students in the School.

10. Whilst the examination, of which the above is a Report, was going on, the Superintendent at the Normal School was there also, holding an examination of candidates to be admitted for the following year, and from his remarks upon the result, I make some extracts:—

"2. The number of candidates present on both days of the examina-
" tion amounted to 85. They were examined in Arithmetic and Geography,
" Grammar, Reading and Explanation, as notified in the public advertise-
" ments issued from your Office. The questions were of the simplest descrip-
" tion, especially those in Geography and Arithmetic, yet the answers of the
" candidates were even more meagre than what my experience at the two
" preliminary examinations of the past year had led me to expect. The
" bulk of the candidates consisted of young men from the Aided Vernacular

" Schools. It would seem that these youths are being trained very imper-
" fectly. They have less information than pupils much below their age
" in English Schools, while they receive nothing like that mental discipline,
" to which alumni are subjected at the indigenous Schools of Sanskrit
" learning.

" 3. It is owing to this very unpromising character of most of the
" candidates, as well as the tender age of many of them, that only a very
" small number could be selected. I have been able to select only 16 for
" stipendiaries, and 9 more for free pupils."

11. From the appearance of the 85 candidates, I should think that more than one-half of them were under 15 years of age, and were merely lads coming to obtain support and instruction for a year, without any definite object as to what was to become of them afterwards. The chief reasons assigned for so few suitable candidates coming forward are, first, the uncertainty of obtaining employment at the expiration of a year, and secondly, the almost certainty of their having difficulties with the Managers of Aided Schools in regard to the amount and regular payment of their salaries.

12. One great difficulty which the Normal School as a Vernacular Institution has to contend with is its proximity to Calcutta and Hooghly, because, whilst the students themselves, and the persons who are likely to employ them hereafter, are all clamorous for English, they are placed in a situation where they have every facility for acquiring it. I would not, however, suggest the removal of the School at present; but I feel more disposed to give it every possible chance and encouragement, and with this object I propose for the coming year to make the following arrangements :—

To allow 12 of the best students to remain another year, on stipends of 5 Rupees each, to be employed themselves for one hour a day each as Pupil Teachers, and for the rest of their time as students going through a scholastic course of Euclid, Algebra, History and Geography, so as to qualify them for teachers of Science in Anglo-Vernacular Schools.

To permit 30 more of the best of those who have only been for broken periods of a year, to remain twelve months more on stipends of 4 Rupees each, and from this class, should Pundits during that time be required for Vernacular Schools, they will be supplied.

The remainder, including the new admissions, or 29 in all, to draw stipends of 3 Rupees each. The allowance of Rupees 300 a month will then be drawn upon as noted in the margin, leaving a balance of Rupees 33 a month available for the admission of such promising students as may from time to time present themselves.

12	at 5 each..	Rs.	60
30	,, 4 ,, ..	,,	120
29	,, 3 ,, ..	,,	87
			267

To carry out this plan, will require no addition to the Establishment, and to dismiss all the students at once, who have had a year's instruction, as was orginally contemplated, would, in my opinion, be simply sending out a class of half-efficient Teachers, and would be a death-blow to the Institution.

Examination for employment and promotion in the Education Service.

The result of this examination, together with the questions* set, &c., which I would wish to place here, was sent to your Office with my letter No 990, dated 24th August 1857.

Aided English Schools.

It gives me much pleasure, in reporting upon this class of Schools, to state that those belonging to Babus Joykissen and Rajkissen Mookerjea, which have been established in different parts of Hooghly and Burdwan, are fully equalling all that could reasonably be expected from the Grant in-Aid system. These Schools are not situated in large and populous Towns like Howrah or Chinsurah, where Schools would force themselves into existence, nor are they in important villages conveniently located on the banks of the Hooghly, or near to a Railway Station; but they are in the interior, and wherever the Babus' estates may chance to lie. Notwithstanding this disadvantage of position, there is not one-half the difficulty in procuring Masters to go there than there is in sending them to other Schools more favorably placed, nor is there that continual

* The questions will be published with the *Annual Report*.—W. G. Y. *Dir. Pub Instn.*

change of Masters which is so perplexingly going on in other Schools of this class, and these are two certain signs they are fully and punctually paid. Rules, of which I highly approve, have been drawn out in detail for their uniform management and observance, and, these being known beforehand, avoids the tiresome reference to the Manager or Inspector in every petty case. In fact I have less trouble with these ten Schools, together with fourteen Vernacular ones belonging to the same Babus, than I have with any one out of twenty others I could name.

A few more Schools there are to which the above remarks would apply, and of them I would particularly mention the one at Bullaghur.

After these come several Schools situated at such important places as Jonye, Sulkea, Ilsoba Mundlye, whose chief Managers appear to be Clerks in the Government Offices at Calcutta. These men do nothing but "play at School-Mastering." They write long tedious letters to the Inspector about Education in Prussia, about the Despatches from the Court of Directors, or ask his opinion upon some bubble of the day, and are all the time most jealous of his having any thing to do with their Schools, or even of his knowing any thing about them. They attract pupils, print their Reports, have grand Prize displays, abuse the Inspector, and praise one another, yet they are contributing towards the spread of the English language ; and as more respectable and more sensible persons will not take the management, we must work with these as well as we can. The greatest difficulty with this class of men is their incessant interference with the Masters, and their perversion of every Rule given for their guidance.

Of the remaining portion of English Aided Schools, I will extract from my diary a visit to one of them, which is

favorably situated on the high road between Pulta Ghât and Chundernuggur.

Telinipurah Aided English School.

October 20*th*.—Proceeded with the Deputy Inspector of Hooghly to visit this School, and arrived there a little before 1 P. M.

In a very jungly and dirty place, on one side of the road, was a common thatched room, with a raised mud floor, having the roof supported by four worm-eaten pieces of timber, and the walls made of mats and bamboos. This was the Vernacular Department. On the other side of the road, to form the English Department, an old ruin had been partially plastered over, and a few *jamps* placed in the openings of the wall by way of windows. This consisted of one moderately sized dark room, having on three sides an enclosed seven-foot verandah, and on the fourth a dirty jungle coming close up to the walls. Both buildings, by their appearance, indicated having been very recently repaired ; but there was not the slightest sign of their having been occupied since by schoolboys. No one was in attendance ; but presently the proprietor hearing of my visit came to the spot, together with half-a-dozen of his companions, and complained much of my having paid this visit without giving him previous intimation. Had he only known I was coming, every thing should have been ready. He complained of the Head Master doing just what he liked, of his closing the School whenever he pleased, and said he did not know why it was shut that day. The Head Master had been there only once or twice since the Doorgah Poojah. He also found fault with him for keeping the surplus funds, for retaining useless duftries and servants on the establishment, and for taking advantage of his (the Manager's) ignorance of English.

The Pundit then came and explained how the Vernacular Department was only open in the mornings and evenings, and that it had been open that morning. I again looked carefully at it and could not detect the slightest sign of a school-boy's occupation. There was one solitary chair, and not a scrap of paper, nor pen or ink mark about the place. In the English Department, there were some very indifferent forms, together with two benches, and the proprietor said the unsatisfactory condition of the building and the unwholesome jungle were owing to his brother Members not having performed their portion of repairs.

Not a book, register, nor accounts of any description were forthcoming. A special grant of Rupees 81, to purchase books, was made in January 1857, and in August last they wished to expend it on furniture, which I refused ; but still I could find no books.

At the commencement of this Quarter, the Manager and Head Master were combined against the Deputy Inspector ; in the middle of it, the Head Master had been gained over by the Deputy Inspector, and the Manager stood alone, and it has closed with the other two being in opposition to the Head Master.

Aided Vernacular Schools.

Five new applications have been made for Grants-in-Aid to this class of Schools ; but as none have yet been sanctioned, the number remains the same as at the close of the last Quarter. Eight normal students have been sent to them as Head Pundits, and these men, I have every reason to believe, are giving satisfaction, especially in the Burdwan District, and as rewards to the students, eleven have obtained Vernacular Scholarships of Rupees 4 a month, tenable at the Branch and Normal Schools in Hooghly and at Ooterparah, whilst

another has been sent to the Medical College on a stipend of Rupees 5. In addition to this, Rupees 112-8-0 a month has been expended in rewards to teachers and pupils in the Districts of Hooghly, Howrah, Nuddea and Burdwan. No money prizes have yet been given, but simply books, globes, and maps. The chief purchasers of books from the Deputy Inspectors, who are agents both for the School-book and for the Vernacular Literature Society, are the students in these Schools, and during three months the sale of works belonging to the latter Society has been 850 volumes. At the rate of 8 volumes for a Rupee, and considering these books are delivered to them in all parts of the country (carriage paid), the rate must be regarded as very moderate.

RETURN of Public Libraries for the Quarter ending October 1857.

	Number of persons using the Library.	Subscriptions.	Books borrowed.
		Rs. As. P.	
Berhampore	7	24 0 0	8
Hooghly ..	639	49 0 0	46
Burdwan ...	154	95 8 3	348
Nattore ...	50	36 0 0	583
Bancoorah ...	31	74 4 0	67
Beerbhoom ...	*7	24 0 0	8
Kishnaghur...	No Returns received.		
Bauleah ...	Ditto.		

* The Courts being closed for the greater portion of this Quarter, and consequently many persons absent from the Station, the number who have made use of the Library has been but small.

ABSTRACT of Returns of the number of Schools visited and Miles travelled by each Deputy Inspector of Schools, South Bengal, during the Quarter ending 31st October 1857.

DISTRICTS.	No. OF SCHOOLS VISITED IN				No. OF MILES TRAVELLED IN				REMARKS.
	August.	September.	October.	Total.	August.	September.	October.	Total.	
By Deputy Inspector of Hooghly	12	9	10	31	162	90	88	340	
,, Nuddea ..	12	8	11	31	124	80	188	322	
,, Burdwan .	35	23	22	80	174½	96	153	423½	
,, Bancoorah	18	14	18	50	70	73	69	212	
,, Beerbhoom	17	11	22	50	71	60	125½	156½	
Moorshedabad ..	16	14	12	42	62	105	100	267	
,, Rajshahye ..	7	8	6	16	112	111	94	322	
,, Malda ..	4	10	*	14	129	116	*	245	* Was on sick leave
,, Howrah ..	24	17	13	54	139	117	100	356	

E. LODGE,
Inspector of Schools, South Bengal.

BURDWAN,
The 6th February 1858.

No. 182.

FROM

THE INSPECTOR OF SCHOOLS,
EAST BENGAL,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

Fort William, 4th February 1858.

SIR,

I HAVE the honor to submit, for your information, my Report on the Educational operations in East Bengal, for the Quarter ending 30th October 1857.

2. The Educational Division of East Bengal contains a population of 7,653,000. In the Schools subject to inspection, exclusive of those in Calcutta, there are 12,605 boys and 121 girls, or 12726 children in all. This gives one Scholar for every 601·36 persons.

Horace Mann, in his Report on the last Educational Census, remarks that in Great Britain there was in the year 1818 one Scholar for every 17·25 persons; in 1833 a Scholar for every 11·27; in 1851 there was a Scholar for every 8·36 persons.

In East Bengal, instead of one Scholar to every eight persons, we have one to six hundred persons. By Scholars I here mean children attending a School where printed books are used either in all or in the higher Classes. There are scattered over the whole country Indigenous Schools in which a printed School-book never enters. Of these numerous Schools no record has been kept, as in them no boy ever advances so far as to read with intelligence. All indeed learn to write, a few to read, but none to comprehend or attempt to comprehend the meaning of what is thus read. Such Institutions are not contemplated in the present remarks.

3. The Schools under regular inspection are as follows:—

12	Government English Schools contg.	1314	boys.
5	ditto Vernacular ditto	300	„
1	ditto Normal School at Dacca	96	„
1	ditto Model ditto	187	„
2	Grant-in-Aid Superior Schools	231	„
33	ditto Intermediate Schools	2688	„
32	ditto Elementary Schools	2289	„
141	Indigenous Schools under improvement	5500	boys & 121 girls.
227	Schools in all, containing	12605	boys & 121 girls.

In preparing the above list I have to express my regret that some of the Institutions have not yet sent in the Statistical

Returns due for the Quarter ending the 31st October. As they have all been reminded of the inconvenience caused by the delay, and as it is now impossible to wait any longer, I am obliged, in the case of fourteen Schools, to take the Statistics of the previous Quarter. The list does not contain the number of Schools and Scholars in the six Circles in the Dacca District. The attendance in these Circle Schools may be estimated at 400.

Colleges and Schools.

4. In the usual course of the narrative, I ought here to enter the state of the Colleges and Schools; but I have very few remarks to offer.

Senior Scholarship Examination.

5. The recorded results, however, of the last Senior Scholarship Examination deserve a mention. The Examining Committee state that the paper on Optics and Hydrostatics was cancelled, and the reasons are assigned in the 11th Para. of their Report. It is an undoubted fact, as there stated, that the Text Books used in the several Colleges were in these subjects too widely different to be embraced in one examination. Schœdler's Book of Nature is a popular work, and entirely different in its style from Potter and Goodwyn, and also from the standard shown in the London University Papers. The cogency of this statement may not be generally felt from the fact that the books alluded to are not widely known; but as an illustration of the case, I should find almost a parallel if Astronomy were the subject, and one College selected the Principia, and another Peter Parley, while the Examiner was to set one paper for both Institutions. I feel perfectly satisfied that the course pursued by the Examiners was at once fair, just and merciful. I say merciful, because the Senior Scholarships awarded were not half the number available, all the rest lapsing to Government, as the standard of half marks

was not obtained by the Candidates. Had not the paper in Optics and Hydrostatics been cancelled, few even of the successful Students would have gained their deserved reward. It is much to be regretted that a measure which was designed to benefit all the Colleges should have been made the cause of some party feeling.

Effect of the Mutinies.

6. The mutinies at Chittagong and Dacca broke out on the 19th and 21st November, and consequently do not fall within the scope of this Report. Up to the 31st October, the Schools in East Bengal were uninfluenced by the Rebellion. The following Returns will prove the fact, by showing the number of Scholars in attendance and on the Roll during the Quarters ending 31st October in the years 1856 and 1857 :—

School at	1856. Number of Boys.		1857. Number of Boys	
	On the Roll.	In attendance.	On the Roll.	In attendance.
Russapuglah ..	102	48	90	46
Barrackpore ...	135	113	127	105
Barasct ...	197	163	193	143
Jessore ..	146	97	156	87
Pubna ...	148	81	114	72
Burrisaul ...	249	118	197	156
Furreedpore ..	105	82	127	107
Noakholly ..	60	31	68	38
Tipperah ..	114	96	131	104
Chittagong ...	189	130	165	105
Total ..	1445	959	1368	963

The attendance at School has been absolutely more regular during the Mutinies than the year before. The Dacca Returns are not forwarded to this Office, and consequently are not here included. The Mutinies at Dacca and Chittagong caused a panic, but it was soon over. The School at Commillah was closed for two days when the Sepoys were in the neighbourhood, but was immediately afterwards opened. The excitement at Dacca thinned the Schools in the town for a short time, but was entirely unfelt in the Schools beyond the Station.

The Sepoy Rebellion, which will stand in the page of History as long as History itself remains, glanced off from Schools in East Bengal almost unperceived. The attendance was, as usual, irregular in the rains from sickness and the inaccessibility of Schools owing to the want of roads; but a panic owing to the outbreak did not close a single School.

Cessation of Grants-in-Aid.

7. Every month, the Deputy Inspectors in their Reports reiterate the petitions of the rural population for Grants-in-Aid. Aid has now been practically withheld for a year and a quarter. At least in my District, since 30th September 1856, only three Grants, amounting to a total of Rupees 102-8-0, have been sanctioned. I earnestly hope that an end may be put to this state of suspense, either by granting or positively refusing the applications.

The Ten Mile Rule.

8. The rule by which it is declared that every Vernacular School receiving aid must be situated at least ten miles distant from the nearest similar School has already caused the rejection of

numerous applications. It is very easy to speak of ten miles as a short distance when a person has never attempted to walk it; but during the rains, when the paddy field, with mud and water up to a man's waist, is more passable than the tenacious mud of the so-called road, such a barrier is absolutely insuperable. A strong man, not to speak of a little child, could not daily accomplish such a passage. If the Grant-in-Aid Schools were as close as ever they could be packed, each School would, by the new rule, become the centre of an hexagonal area of 86½ square miles, and be designed for the educational wants of a population of about 25,000 souls. *Rari apparent nantes in gurgite vasto.* What must be the deplorable ignorance of the vast mass when it is ruled that the widest possible extension of our operations, and the greatest multiplication of Schools admissible, will give one School to every 86 square miles of populated country. Such regions as the Sunderbunds or Arracan are not counted in this result. The fact is bad enough; but the evil is unfortunately increased by the circumstance that only populous villages or towns are able to avail themselves of the Grants, and these villages being situated on the banks of rivers, or wherever their founders of old chose to plant them, present an insuperable unconformity to a ten mile triangulation.

Indigenous Schools.

9. The labours of the Pundit in Gurumohashoy Schools influence directly the highest two Classes in which a most satisfactory improvement has occurred, but only indirectly affect the rest. Consequently, I have felt some difficulty in deciding whether the boys of the lower Classes should be considered as "attending School." The proportion given above of one Scholar to every six hundred souls includes them; but

if all the Scholars of the Indigenous Schools be excluded, there will still remain 7,105 boys under instruction, or 1 to every 1,077 souls. In May 1855 the proportion was 1 to every 3,470, so that on the lowest calculation, the number of boys at School has trebled itself in three years. The mass of the pupils in Gurumohashoy Schools have not been yet much improved, because the Pundit wants time and the Guru wants the ability to teach them. Some of the Pundits also are below the mark, though they are the best that can be found for the salary. All of them are probationally appointed, and are subject to the condition of increasing their little stock of knowledge every month. The Pundit, who is always last in these examinations, is removed when a better man presents himself. "*Scabies occupet extremum*" is a severe but wholesome rule to apply to these Vernacular Teachers. The state of a Pundit's School is always, however, considered before acting on the results of the examination; but it generally happens in these poor Schools that the worst Scholar is also the worst Teacher.

The state of the Gurumohashoy Schools under improvement in the twenty-four-Pergunnahs and Baraset, may be thus briefly stated:—

141 Schools under improvement.

5,500 boys and 71 girls.

These Schools are regularly taught by their respective Gurus, and higher instruction is given by fifty-one Pundits, who have sold in these Schools 6,107 books. The Dacca Circles are not here included. The Dacca Normal School has been steadily at work, and the progress during the past year has been very satisfactory. It will, I hope, meet the greatest want of my District by soon supplying a body of competent Teachers.

The work done by the Deputy Inspectors has been as follows :—

Deputy Inspectors.	Number of Schools visited.	Miles travelled.	Books sold.	Price of the Books.	Gazettes distributed.
Deputy Inspector of Calcutta	30	267	0	0 0 0	14
Ditto twenty-four-Pergunnahs and Baraset	153	1361½	300	63 14 0	114
Ditto Jessore	16	419	0	0 0 0	0
Ditto Pubna	30	748	215	30 15 3	0
Ditto Burrisaul	51	501	630	208 0 6	12
Ditto Furreedpore	37	4 9	359	27 0 0	51
Ditto Dacca	50	541	871	148 12 3	95
Total	367	4276½	2375	478 10 0	286

I have the honor to be,

Sir,

Your most obedient Servant,

H. WOODROW, M. A.,

Inspector of Schools.

No. 1056.

FROM

THE INSPECTOR OF SCHOOLS,
NORTH-EAST BENGAL AND ASSAM,

To

W. GORDON YOUNG, ESQ.,
Director of Public Instruction,
FORT WILLIAM.

The 10th February 1858.

SIR,

I HAVE the honor to submit my Report for the Quarter ending with the 31st of October last, and regret to be again obliged to plead severe indisposition as the cause why it was not drawn up and submitted on an earlier date.

Government English Schools.

2. The Government English Schools have continued in operation as usual; but owing to the long vacation and some local causes, the average daily attendance for the Quarter has been comparatively small.

	Total on Roll.	*Average daily attendance.*
Sylhet	155	81
Dinagepore	128	45
Bograh	77	41
Mymensing	181	89
Darjeeling	35	30
Gowhatty	65	48
Sibsagor	56	36

English Schools aided by Government.

3. Of the two English Schools aided by Government, that at Serajgunge, I am sorry to state, has been very poorly attended. Out of 105 on the Rolls, the average daily attendance has

not been more than 48, while there has also been a great change of pupils, causing no apparent improvement in the standard of the Classes. The Gowalparah School, on the contrary, out of 194 on the books, has had an average daily attendance of 154, and the progress made by the pupils has, on the whole, been very satisfactory.

Private English Schools.

4. The English Schools at Shaikghat and Bundur Bazar, in Sylhet, under the superintendence of the Revd. Mr. Pryse, continue to make satisfactory progress, though, owing to the number of native festivals that occurred during the Quarter under report, the attendance was very fluctuating. From the Zemindari School at Rungpore, I regret to say, I have had no Statistical Returns; but the attendance, I understand, has been pretty fair, and there has been a decided improvement in the general condition of the Classes.

Anglo Vernacular Schools.

5. There are eighteen Schools of this denomination at work in the Division, and the Reports I have received of them from my Assistants have, on the whole, been favorable. The pupils attending them are making steady progress; but they have had but few accessions to their numbers. These Schools do not appear to be much appreciated by the people, and generally speaking, I do not think they are calculated to do much good. The Vernacular is used in them as the chief medium of instruction; but a great deal of time is frittered away in attempts to learn English under the tuition of ill-qualified Teachers. The Free Scholarships lately thrown open for the encouragement of Schools of this Class, are likely, I think, to produce a beneficial effect in improving their general character. Four out of the eighteen Anglo-Vernacular Schools receive aid from Government; of these two are in the District of Rungpore, and two in Sylhet. Those in the latter District

have very lately been visited by me, and they appear deserving of the support they receive.

Gowhatty Normal School.

6. The Normal School at Gowhatty, I am glad to report, has continued to work well. A lingering jungly fever having prevented my travelling about much during the Quarter, I visited this School, together with English and Vernacular Schools at Gowhatty as often as the state of my health permitted. It affords me pleasure to bear testimony to the assiduity and zeal with which the Superintendent of the Normal School, Baboo Gopinauth Nyalangkar, has discharged his onerous duties.

Government Vernacular Schools.

7. The Government Vernacular Model Schools have, I am happy to report, continued to be well attended. Of these there are in

Zillah Rungpore	...	9 Schools.
Ditto Dinagepore	...	8 „
Ditto Bograh	...	8 „
Ditto Mymensingh	...	1 „

They are all very popular, and are the means of giving a superior education to a large number of children through the medium of the Vernacular.

The Village Schools in Assam have, as usual, had a very fluctuating attendance. The instruction given in them is not of any high order; but they afford the means of acquiring a knowledge of the simple arts of reading, writing and ciphering, which, but for the existence of these Schools, the generality of the Assamese never would have had the means of acquiring.

Aided Vernacular Schools.

8. Of the Vernacular Schools aided by Government, there are in Zillah Dinagepore ... 2
Ditto Rungpore ... 2
Ditto Sibsagor .. 1

These are all reported as doing well.

There are also in the District of Durrung, in Assam, nine Schools, intended specially for the Kachari population, and under the zealous and active superintendence of the Revd. Mr. Hesselmyer, which are aided by Government, and which, at the close of the Quarter, had an aggregate attendance of 203 pupils; and in the Khassia Hills, fourteen Schools, with an aggregate of 174 pupils, under the superintendence of the Revd. Mr. Lewis. These Schools are peculiarly situated among rude tribes, who can but ill spare the services their children can render them in their daily occupations, and to whom education has but few and feeble attractions. It is not to be wondered at therefore, that they are not better attended than they are; on the contrary, considering the circumstances under which they exist, I believe no small credit is due to the perseverance and zeal of the Revd Gentlemen superintending them that they are making progress. They are calculated to be of the highest benefit to the people among whom they have been established, and the day of small things is not to be despised.

Indigenous Vernacular Schools aided by a subsidy from Government.

9. In Assam, the system of aiding Indigenous Vernacular Schools by a subsidy from Government of a Rupee per mensem for every ten boys under tuition, has continued to work pretty well. In the Districts of Sibsagor and Kamroop, where education is better appreciated than in the other four Districts, the system has met with better success. In Kamroop, we have nine such Schools aided by Government, with an aggregate of 438 pupils, and in the District of Sibsagor, the number of Schools is sixteen with an aggregate of 600 pupils. In the District of Nowgong there are two Schools so aided, numbering in both 83 boys, while there is but one such School in each of the Districts of Dur-